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School Life

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The Congress of the United States established the United States Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

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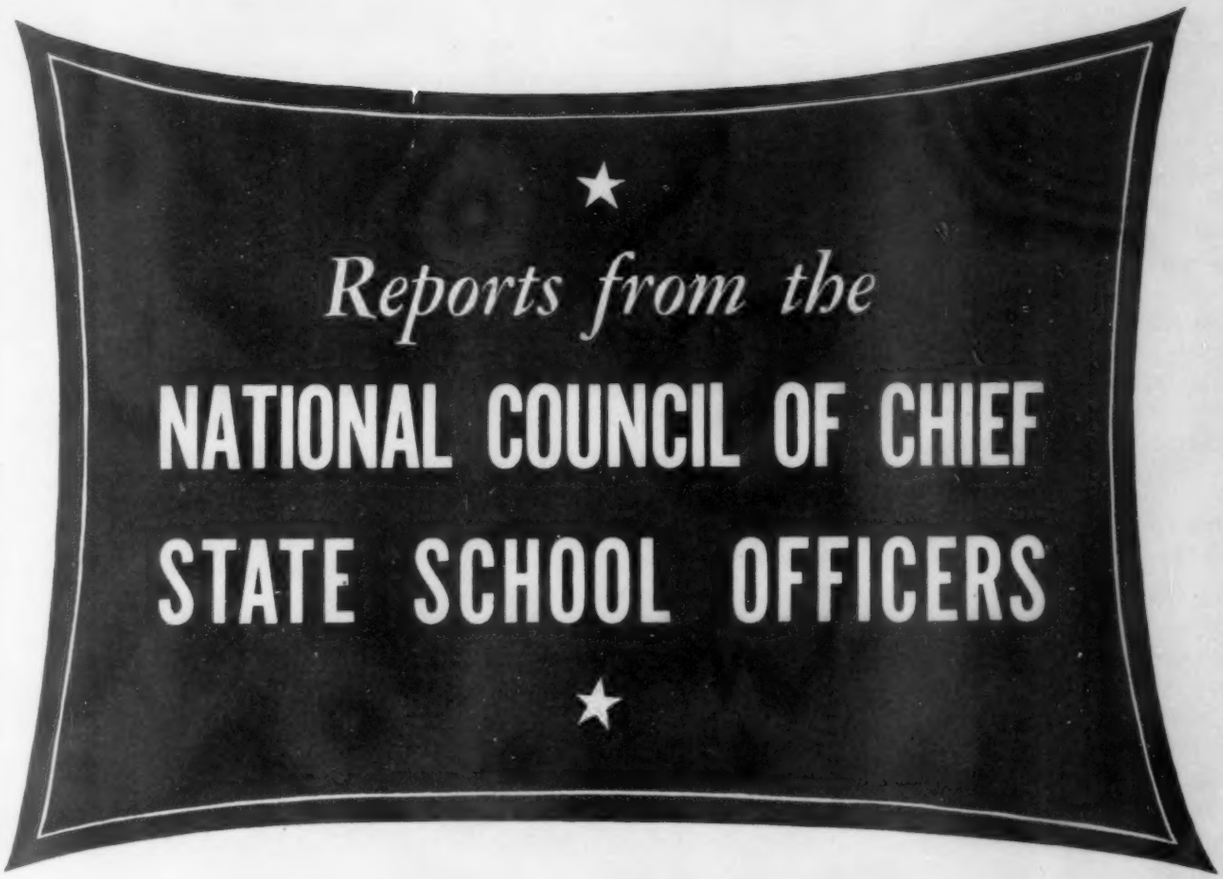
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St. Louis Meeting

RESOLUTIONS adopted by the National Council of Chief State School Officers, in session in St. Louis, November 29 through December 1, 1946, expressed the Council's viewpoint and proposed actions upon issues including the Commission for International Educational Reconstruction, uniform accounting of public school funds, national school lunch programs, driver training and safety programs, surplus property acquisition, and other important matters.

Resolutions Adopted

The Council's resolutions follow:

Authorization for Acceptance of Funds and the Appointment of Personnel for Educational Projects

The increasing number of professional problems facing State educational officials in matters of State-Federal relationship and educational improvement programs within the State require all possible effort on the part of members of the Council to seek solutions to as many of these problems as possible;

Therefore, Be It Resolved, That the Council approve and endorse the steps which have been taken to seek financial assistance and to develop plans designed to provide a secretariat and to initiate concrete plans for attacking basic and fundamental problems within the States; and,

Be It Further Resolved, That we pledge our financial aid and other assistance as far as is reasonable and consistent with legal authority; and,

Be It Further Resolved, That the officers of the Council of the Chief State School Officers are hereby authorized to enter into contracts and agreements and to make provision for the appointment of necessary personnel to place agreements into operation.

National School Lunch Program

The National School Lunch Act provides that the Secretary of Agriculture shall enter into agreements with the State educational agencies for the administration of the school lunch programs in the respective States.

The Federal funds are disbursed to the local schools with full accountability by the State to the Federal Government.

The Secretary of Agriculture is currently requiring Federal employees to make routine audits, inspections, and administrative reviews in the local school districts. This procedure not only violates the principle of State and local responsibility for local school programs, but ignores the proper relationships between the Federal Government and the States as repeatedly expressed by this Council.

Therefore, Be it Resolved, That the Secretary of Agriculture be requested

to provide that all Federal audits, inspections, and administrative reviews shall be conducted at the offices of the State educational agency, *provided that* the State educational agency shall make available to the Secretary, at his request, all appropriate records of the school-lunch programs; and,

Be It Further Resolved, That in cases of suspected violation the State educational agencies pledge complete diligence in utilizing all facilities and personnel, Federal and State, to insure that the respective school-lunch programs shall be conducted strictly in accord with law and the regulations prescribed thereunder, and on the highest standards of honesty and integrity.

Commission for International Educational Reconstruction

Resolved, That the National Council of Chief State School Officers strongly support the program of the Commission for International Educational Reconstruction in coordinating programs of educational rehabilitation and reconstruction in war-devastated areas; and,

Be It Further Resolved, That the Council urge all educational organizations and agencies to participate to the fullest extent possible in furthering the educational rehabilitation and reconstruction in war-devastated areas as a means of developing educational systems in those areas dedicated to world peace and understanding.

Uniform Accounting of Public School Funds

Resolved, That the Council renew its request of December 1935 to the U. S. Office of Education to "take such steps as may be necessary to complete the study of uniform statistical reports of State school systems, to determine uniform procedures and definitions, and to assist State departments of education in their efforts to revise their recording and reporting forms."

Driver Training and Safety Programs

Resolved, That the Council approve the continuance of a joint project with the National Commission on Safety Education and the American Association of School Administrators in developing policies and standards for the use of automobiles made available to schools by the automobile industry and organizations, for teaching driving and traffic safety to high-school students.

C. P. A. Construction Requirement

The construction of school buildings to alleviate overcrowding of school buildings and to replace outworn and dangerous school facilities, is of paramount importance to the Nation.

Therefore, Be It Resolved, That the Council urge the Civilian Production Administrator to relax the current C. P. A. requirements for authorization to build schools which prevent construction except where present facilities are operated on double session.

Planning Conference Sponsored by U. S. Office of Education

Resolved, That the National Council of Chief State School Officers commend U. S. Commissioner of Education John W. Studebaker, for providing funds and facilities for the September meeting of the Planning Committee and the Project Committee held in Washington, to study the projects set up for this year and to prepare preliminary drafts of the project reports.

This type of work conference is fundamental to the success of the program of the Council. It is hoped that this type of cooperation and help may be continued in the future.

Teacher Training in Education

Resolved, That the Council approve in principle professional efforts to improve the training of teachers and authorize its president to cooperate with professional organizations conducting studies or surveys in the area of teacher training.

School Buses

The critical shortage of school buses has caused exceptional hardship to thousands of school children through the inability of many school districts, particularly in rural areas, to provide transportation facilities, and has created serious hazards to health and life through continued operation of inadequate school buses.

Therefore, Be It Resolved, That the Council urge the Civilian Production Administrator to declare the school-bus program a critical one, and make steel available in sufficient quantity for school buses.

Surplus Property Acquisition

Resolved, That the Council urge its membership to strengthen their respective State offices to procure and disburse surplus Government property in the most expeditious manner possible.

Office of Education

The National Council of Chief State School Officers has repeatedly expressed its conviction that a strong U. S. Office of Education, properly equipped to render professional service to educational agencies and institutions, is the best assurance of maintaining the proper relationship between the States and the Federal Government.

The Council has noted with approval the steps already taken to increase the budget and strengthen the staff and the organization of the Office of Education.

Therefore, Be It Resolved, That the Council urge upon the President and the Congress of the United States the continued strengthening of the services of the U. S. Office of Education in terms of its basic charter of 1867, in order that it may more effectively assist the States in promoting the cause of education throughout the country.

Appreciation Expressed

A further resolution especially expressed appreciation to its president, Dr. Thomas G. Pullen, Maryland State Superintendent of Schools, "for his untiring and important services," and to the membership and the Council's Planning Committee, as well as to speakers at the meetings.

Officers Elected

Officers elected for the year beginning December 1, 1946, are as follows: President, Rex Putnam, Oregon; vice president, John H. Bosshart, New Jersey; secretary, Ralph B. Jones, Arkansas; executive committee, the three officers named, and Edgar Fuller, New Hampshire; Clyde A. Erwin, North Carolina; J. F. Hines, South Dakota; Eugene B. Elliott, Michigan; John E. Coxe, Louisiana.

Excerpts From Papers Presented

Together As One Team

Speaking on the subject, "Problems in the Disposal of Surplus Government Property," Maj. Gen. G. B. Erskine, USMC, Administrator, Retraining and

Reemployment Administration, concluded his remarks, as follows:

"There is the problem of shortage of qualified teachers. You know as well as I do that this problem must be faced by paying better salaries and providing better working conditions.

"There is the problem of expanding the physical plant of our educational institutions. Temporary construction is not the complete answer. Expansion will have to be made on a permanent basis. Field reports from the FWA indicate that the cost of furnishing temporary buildings to the schools frequently exceeds 50 percent of the cost of permanent construction.

"There is the problem of equalizing opportunities for education for all citizens. Whole areas of our country are inadequately supplied with educational facilities. Large segments of our population are yearly denied the chance of an adequate education either because of their geographical location or the size of the family purse. A young man or woman who is growing up without the education vital for existence in a democratic nation is as surely a weak spot in the Nation's defense as an unguarded point in our coast line.

"Our citizens are looking forward to education to make up in large measure the losses and privations of war and to help our veterans and other young people realize their highest ambitions and fondest hopes.

"In providing these people with the opportunities for education, we all have a potent responsibility—State and Federal Governments, the community, the schools themselves. We must attack this problem together—*as one team.*"

Revitalization of Education

Col. John N. Andrews, personal representative of Gen. Omar N. Bradley, Administrator of Veterans' Affairs, said in part:

"Many reforms in education are long overdue, but many of these have been accomplished during the war period. Many new adaptations had to be worked out, courses had to be streamlined, new methods had to be developed, and accelerated programs had to be provided to meet the various requirements of the war.

"The veterans' educational program offers a big new opportunity for a revitalization of education at all levels. Thousands of former servicemen and women now have opportunity to obtain more extensive training than they would have received had there been no Federal program relating to the education and training of veterans.

"If these veterans receive stimulating and helpful instruction, it will encourage others to pursue further education and training. There will be a growing demand for higher education as the youth of the country realize that the uneducated are severely handicapped in the stiffening competition in business and industry. In this way the present stimulus to education will continue throughout the generation of the veterans and will be projected far into the future."

Responsibility of All of Us

Dr. H. V. Stirling, Assistant Administrator for Vocational Rehabilitation and Education, Veterans' Administration, pointed out the following:

"It is extremely important for veterans who desire to elect courses of education and training under the Servicemen's Readjustment Act to remember that the primary purpose of the educational and training provisions contained in this act is to permit a veteran, whose education or training was impeded, delayed, interrupted, or interfered with by reason of his entrance into the service, to resume his education or training. Those who sponsored this legislation had in mind, in my opinion, the veteran who was going to a school, college, or university, or learning a trade, and had had such training interrupted or interfered with by his going into the service of his country.

"However, Congress left to each of the eligible veterans the right to decide whether he needed a course of education or training. The fact that the age limitation was lifted in the amendment of December 28, 1945, did not alter this policy but merely gave to the veteran who was over 25 years of age when he entered the service the sole right to decide whether he too needed a course of education or training. Therefore, a very important responsibility rests upon the veteran himself, especially the one who had completed his education or training, to decide whether he needs further education or training. When he makes this decision in the affirmative, another important responsibility rests on his shoulders in electing a course of education or training and selecting the approved institution.

"The school, college, or university, or training institution reserves the right under the law to determine whether it will accept or retain him as a student or trainee in any field or branch of knowledge which such institution finds him qualified to undertake or pursue. Surely Congress did not, in my opinion, pass the education and training provisions of the Servicemen's Readjustment Act merely for the purpose of permitting the veteran to draw subsistence allowance. This is the real danger. Persons who are interested in the welfare of the veteran should never encourage him to pursue a so-called course of education or training merely for the sake of receiving subsistence allowance. In the end the veteran loses a real benefit of the law, for he has received no training. This causes him to lose whatever respect he may have had for those whose duty it is to serve him under those laws which a grateful Government has passed, and under those educational and training standards which a thankful State has set up.

"My confidence and faith in the veteran of this war are such that I am sure that he cannot be misled if he has before him all the facts upon which he may make his decision. It is the responsibility of all of us to make clear to him the true conditions in a manner which is unmistakably straightforward and sincere."

Planning Committee Reports

Reports of the Planning Committee of the Study Commission adopted by the National Council of Chief State School Officers were: Analysis of Legislative Proposals on Federal Aid and Governmental Reorganization Affecting Education Considered by the Seventy-Ninth Congress; Vocational Education; Teacher Education; Education of Exceptional Children; Guidance; and Veterans' Education.

The first two of the reports indicated above are herewith presented in full; the other reports will be made available in a later issue of SCHOOL LIFE.

ANALYSIS OF LEGISLATIVE PROPOSALS ON FEDERAL AID AND GOVERNMENTAL REORGANIZATION AFFECTING EDUCATION CONSIDERED BY THE 79TH CONGRESS

I. Federal Aid

Three bills introduced into the Seventy-ninth Congress dealing with Federal aid appear to contain all of the proposals which are likely to be considered by the next Congress. They are S. 181 (Calendar No. 1524), S. 2499, and H. R. 4499.

A. Provisions of These Bills:

1. S. 181 (Calendar No. 1524) provides for the equalization of the financial effort required to support a foundation program in each State of $40 per census child 5 to 17 years of age inclusive. This bill provides an appropriation of $150,000,000 for the first year of its operation, $200,000,000 for the second year, and $250,000,000 annually thereafter.

(a) The proposed technique of apportionment is as follows:

(1) Educational need is measured by multiplying the number of census children 5 to 17 years of age, inclusive, in each State by $40.

(2) The financial ability of each State to support the foundation program is calculated by multiplying the annual income payments for each State as determined by the Department of Commerce by 1.1 per centum.

(3) The amount to be apportioned to each State is determined by substracting 2 from 1. If the financial ability of a State is greater than its educational need, it will not participate in the appropriation. The amounts the individual States would receive from the appropriation of $250,000,000 vary from nothing in 15 States to $21,471,000 in North Carolina. Nine States would receive more than $10,000,000 annually and all are located in the South which is the poorest section of the Nation. Of the States which would receive no Federal funds, 4 are located in the Northeast, 4 in the Middle Atlantic region, 3 in the Midwest and 4 in the far west, and these sections of the Nation are the most able to support schools.

(b) The requirements for participation are as follows:

(1) If a State spends 2.5 per centum of its income payments for the current expenses of schools, it would participate fully; but if it spends less than that amount, the Federal allotment would be proportionately reduced, *provided, however,* that after the fourth year of the operation of the act if a State spends less than 2.2 per centum of its income payments for education, it is not eligible for any of the Federal appropriation.

(2) The State must accept the provisions of the Federal act and provide for the administration of the funds received, an audit by the State educational authority of the funds received, and the reporting by the State authority of the U. S. Commissioner of Education.

(3) The State must provide for a just and equitable apportionment of the Federal allocation between the races in those States maintaining separate schools without reducing the proportion being spent for minority races.

(4) After the fourth year of the operation of this bill, each State must spend $40 per child in average daily attendance for current expenses in each local school administrative unit.

2. S. 2499 proposes to establish a national policy for education and to provide a 10-year program of assistance for the further development of educational systems.

It authorizes appropriations for basic educational programs and services, scholarships and fellowships, planning and construction of educational plant facilities, and camping programs for children and youth; and provides for the administration of the act through a system of State plans which must meet certain conditions in order for a State to qualify to receive the funds.

The principal provisions of the act are:

(a) *Basic Educational Programs and Services.*—The bill authorizes the appropriation of $500,000,000 for the first year with an increasing amount each year up to $1,000,000,000 at the end of 10 years. It provides for the allotment of the funds on the basis of educational need as determined through the use of total income payments in the State and the total national income and the number of persons in the State and Nation 4 to 20 years of age. But no State shall receive less than $5 per child between 4 and 20 years of age the first year and larger amounts each succeeding year up to $10 per child at the end of 10 years.

Certain requirements must be met as to the per centum of income payments to be spent upon education within the State. These must increase from year to year—from 2 per centum the first year to 3 per centum the last year and thereafter in order to qualify to receive funds under the act.

The State plans must meet the requirements given under "Administration" (p. 6), and provide that 3 percent shall be spent for preelementary education; 33 percent for elementary; 33 percent for secondary, including vocational education of noncollegiate grade; 17 percent for higher education; and a smaller percentage for other activities, including not above 2 percent for the expenses for the State agency administering the funds. The Commissioner shall approve any plans which fulfill the conditions specified in the act.

(b) *Scholarships and Fellowships.*—Authorizes an appropriation of $70,000,000 for the first year to $350,000,000 at the end of 10 years, and thereafter such sums as Congress may determine. Distributes on the basis of persons in the State 16 to 24 years of age and the number of such persons in the several States. State plans must be presented and approved by the Commissioner in order to qualify for the funds. The plans must provide that 20 percent shall go for scholarships for students enrolled in the last 2 years of high school; at least 40 percent for high-school graduates enrolled or eligible to enroll in junior colleges, technical schools, vocational schools, colleges, and universities; and 20 percent for graduate students. Two per centum is provided for expenses of administration.

(c) *Planning and Construction of Educational Plant Facilities.*—Appropriates $200,000,000 the fiscal year ending June 30, 1948; $300,000,000 for the second year; for the year ending June 30, 1950, and for each year thereafter such sums as Congress may determine. Funds are distributed to the States according to a very complicated formula based on need and number of children to be educated. State plans are to be presented and approved. One of the conditions of such plans is that the rates of pay for laborers and mechanics shall not be less than the prevailing local wage rates for similar work as determined in accordance with Public Law 403 of the Seventy-fourth Congress, as amended. Three per centum is provided for the expenses of administration.

(d) *Camping Programs for Children and Youth.*—Appropriates $25,000,000 for the fiscal year ending June 30, 1948, increasing to $125,000,000 over a period of 10 years and thereafter such sums as Congress may determine. The funds are distributed on the basis of the urban child population of the ages of 10 to 16, inclusive. State plans must be submitted and approved. Some provisions require that the facilities and programs must be made available without discrimination on account of race, creed, color, or economic status. Two per centum is provided for expenses of administration.

(e) *Administration.*—Provides that the U. S. Office of Education shall be administered within the Federal Security Agency by a Commissioner, appointed by the President, by and with the advice and consent of the Senate. The Commissioner shall consult and advise with a national advisory council of nine members appointed by the President for 4 years with over-lapping terms. Also provides for advisory committees appointed by the Commissioner. Also defined are the functions of the U. S. Office of Education, among them,

"to administer such Federal programs, including the grants-in-aid programs authorized by this act, and to exercise such other powers and perform such other duties and functions in the field of education as are now assigned to it or may be provided by presently existing or by subsequent legislative enactment."

A program of development, administration, and research is provided covering school problems for which $10,000,000 is appropriated for 1947–48, increasing in 7 years (1954) to $25,000,000, and thereafter such sums as Congress may determine.

(f) *National Standards.*—The National Standards which must be met in the State plans as a basis for approval are many and include—The States must accept the provisions of the act through legislative enactment; establish a single State agency for carrying out the provisions of the act; provide an audit by the State agency; provide reports in such form as the Commissioner shall prescribe; provide a just and equitable apportionment of funds received for the benefit of each such group in States which maintain separate schools for separate population groups; provide that the funds shall be made available to every State-approved educational agency in need thereof; that the State plan shall progressively provide for the advancement of education in the State, such as, a minimum teachers' salary of $1,500 for 180 days in 1950 to be increased to $2,000 in 1955; equal facilities for all children regardless of race, color, creed, or place of residence; provide free textbooks and supplies; require that public service, other than instructional services, be made equally available to all children attending nonprofit, tax-exempt schools meeting the requirements of the State's compulsory attendance laws; school attendance 6 to 16 for not less than 180 days.

In the operation of the State plans, the Commissioner shall estimate the sums to which each State is entitled at the beginning of each fiscal year and shall cause audits to be made of the expenditures. If plans are not approved, he shall make no further certification to the Secretary of the Treasury with respect to such plans.

(g) *National Board of Appeals and Report to Congress.*—A National Board of Appeals of three members, appointed by the Supreme Court of the United States, is provided to hear appeals and shall have the power to affirm the action of the Commissioner or to set it aside in whole or in part.

There shall be a full report to Congress by the Commissioner of the administration of the act and the accomplishments of the various States.

3. H. R. 4499 provides Federal aid to the States for the surveying of school plant needs, the preparation of plans and specifications and for the construction and acquisition of school plant facilities. Appropriations are provided for in three sections as follows:

(a) *Section 2.*—Proposes $5,000,000 for a 3-year survey of plant needs. The funds are to be apportioned to the States as follows: $12,500 lump sum to each State, $1,250,000 according to area and $2,650,000 according to population in the age bracket 5 to 24. This section requires no State or local matching.

Eligibility for apportionment is determined by the Commissioner upon the basis of a statement filed by the State education authority with the Commissioner justifying the need of a State survey of school plant facilities.

(b) *Section 3.*—Proposes $40,000,000 for a 5-year program of preparing drawings and specifications, 99 percent of which is to be apportioned to the States according to population in the age bracket 5 to 24. This section requires equal matching of State and local funds.

Eligibility for apportionment is determined according to the same plan as under section 2, except that the State proposal concerns drawings and specifications.

(c) *Section 4.*—Proposes $1,500,000,000 for a 7-year program of acquisition, construction, and improvement of school-plant facilities. Ninety-nine and nine-tenths percent is to be apportioned to States according to a formula based on population in the age bracket 5 to 24 and the per capita net income of the States. This formula earmarks a certain portion of the total appropriation for each State on the equalization basis. The act provides for the division of the States into five ability groups. The group with the highest ability would be required to match $40 of Federal money with $60 of State and local money; the second group would match $45 with $55; the third group, $50 with $50; the fourth, $55 with $45; and the fifth, $60 with $40. Requirements for participation are the same as under section 2 and 3 with the additional requirement for an equitable division between the races in States maintaining separate schools.

B. Evaluation of These Bills:

The following statements present an evaluation of these three bills in terms of the policy statements already adopted by the National Council of Chief State School Officers. For easy reference the evaluations are summarized in tabular form on page 8.

1. Tax Wealth Wherever It Is in Order To Educate Children Wherever They Live.

All three bills are excellent with respect to this policy because they all make use of the Federal taxing power to assist the States in financing schools.

2. Equalization of Educational Opportunity by the Provision of an Adequate Foundation Program.

(a) S. 181 provides for Federal aid for the current expenses of the public schools but provides no assistance for capital outlay. The appropriation starts with an annual appropriation of $150,000,000 and reaches a maximum of $250,000,000 in 2 years. The foundation program equalized is only $40. Therefore, this bill can be rated only fair with respect to adequacy.

(b) S. 2499 provides Federal aid for the current expenses of the public school, scholarships and fellowships, capital outlay, camping program, administration, and research. The annual appropriation starts with a total of $805,000,000 and reaches a maximum in 10 years of $1,900,000,000. Since this bill provides funds which can be applied to practically all objects of public school expenditure and since the total appropriation is large, it is rated excellent with respect to adequacy.

(c) H. R. 4499 provides Federal aid exclusively for capital outlay. The total appropriation provided is $1,545,000,000, which must be expended over a 5-year period. Since the bill provides assistance only for capital outlay and excludes other items of school expenditure, it must be rated poor with respect to the provision for an adequate foundation program, but excellent with respect to provisions for capital outlay needs.

3. Equitable and Objective Technique.

(a) *S. 181.*—Although the total of the funds available under this bill is small, the technique of distribution allocates all the money where it is most needed. The techniques for distribution are all objective. Therefore, this bill rates excellent under this criterion.

(b) *S. 2499.*—The appropriation provided under title I is distributed by objective techniques on the equalization and flat-grant bases; the appropriation under title II is distributed by an objective technique on the flat-grant basis without reference to ability to pay; the appropriation under title III is distributed by an objective technique on a rough equalization-matching basis; the appropriation under title IV is distributed by an objective technique on a flat-grant basis, and the appropriation under title V is distributed by a subjective technique at the discretion of the Commissioner. Therefore, this bill taken as a whole can be rated only fair under this criterion.

(c) *H. R. 4499.*—The appropriation provided under section 2 of this bill is distributed by an objective technique on a flat-grant basis without State matching; the appropriation provided under section 3 is distributed by an objective technique and requires 50–50 matching; the appropriation provided under section 4 is distributed by an objective technique on an equalization-matching basis roughly related to relative ability. Therefore, this bill taken as a whole can be rated only fair under this criterion.

4. Grants-in-Aid to the State Central Authority Rather Than Directly to Local School Units.

All three bills provide that the Federal funds available to local school units be distributed to such units through the respective State central education authorities. Therefore, each can be rated excellent with respect to this criterion.

5. State Responsibility for the Control of Education Should Not Be Usurped Through Federal Fiscal Control.

(a) *S. 181.*—There are no fiscal controls in this bill which usurp State authority.

Therefore, this bill is rated excellent under this criterion.

(b) *S. 2499.*—This bill sets up the requirement for the submission to the Commissioner of detailed State plans for the expenditure of the funds provided under each title. These plans are subject to the approval of the Commissioner as a condition for participation in the Federal grant. This requirement makes possible the exercise of undesirable Federal controls. Therefore, it should be rated poor with respect to this criterion.

(c) *H. R. 4499.*—The same criticism applies to this bill as to S. 2499. Therefore, it must be rated poor under this criterion. The undesirable feature is not that plans are required, but the fact that such plans are subject to approval at the Federal level.

6. Federal Aid Should Be Restricted to Tax-Supported Public Educational Agencies.

(a) S. 181 makes it possible for those States which support in part nonpublic educational institutions to apply a limited portion of the Federal grant to such institutions. Therefore, it can be rated only good and not excellent with respect to this criterion.

(b) S. 2499 leaves the door practically wide open for applying the Federal grant to nonpublic educational institutions. Therefore, it is rated poor under this criterion.

(c) H. R. 4499 makes mandatory the expenditure of the Federal grant exclusively on tax-supported educational agencies. Therefore, it is rated excellent under this criterion.

7. Federal Auditing Restricted to Auditing at the State Level.

All three bills rate excellent under this criterion.

8. The Federal Government Should Not Impose Conditions for Participation Which Impose a Federal Pattern of Education Upon the States.

(a) S. 181 and H. R. 4499 rate excellent under this criterion.

(b) *S. 2499.*—This bill sets up detailed budget earmarking requirements which in effect impose a predetermined Federal pattern upon the States as a condition for participation. Therefore, it is rated poor under this criterion.

9. Federal Report Forms Required To Be Filed With the Federal Government Should Be Jointly Approved by the Commissioner and the National Council of Chief State School Officers.

None of the bills carries this provision, but S. 181 requires very little reporting and it is rated good; whereas, S. 2499 and H. R. 4499 require extensive reporting and submission of plans. Therefore, they are rated only fair under this criterion.

10. Federal Funds Should Be Made Available Through the U. S. Office of Education.

All of these bills rate excellent under this criterion.

C. Recommendations:

Inherent in the problem of Federal aid for education, there are three fundamental issues:

Degree of compliance with policies previously adopted by the National Council of Chief State School Officers

[Excellent, Good, Fair, Poor]

Criteria	S. 181	H. R. 4499 [1]	S. 2499
1. Tax wealth wherever it is in order to educate children wherever they live.	Ex	Ex	Ex.
2. Equalize educational opportunity through providing for an adequate foundation program.	Fair	Poor	Ex.
3. Techniques for apportionment should be equitable and objective.	Ex	Fair	Fair.
4. Grants-in-aid should be allocated to State education authority rather than directly to local school units.	Ex	Ex	Ex.
5. State control of education should not be usurped through Federal fiscal controls.	Ex	Poor	Poor.
6. Federal aid should be restricted to tax-supported public educational agencies.	Good	Ex	Poor.
7. Federal auditing should be restricted to auditing at the State level.	Ex	Ex	Ex.
8. Conditions for participation should not attempt to impose a Federal pattern on the States.	Ex	Ex	Poor.
9. Forms for reporting should be jointly agreed upon by the U. S. Office and the Council of Chief State School Officers.	Good	Fair	Fair.
10. Federal funds should be made available through the U. S. Office of Education.	Ex	Ex	Ex.

[1] The Council of Chief State School Officers also adopted certain policies for the evaluation of Federal aid bills for school plant facilities, if such bills are offered independently from a general aid bill. This bill has no provision in conflict with those policies.

1. Federal Control

The National Council has definitely recognized that Federal funds can be provided for education without undesirable Federal control, by using an objective apportionment formula, by providing adequate accounting procedure, and by avoiding special or earmarked grants which tend to control the pattern of public education. The public, however, is not fully convinced of this. Each chief State officer should assume the responsibility for clarifying this issue for the people and the congressional delegation of his State.

2. Aid for Private Schools

The issue of providing public funds for religious and other private schools has been a major obstacle to securing Federal aid for public education. The critical financial condition of education at the present time makes it imperative that this issue be resolved by the people and the United States Congress. The National Council of Chief State School Officers should insist that Congress act upon this issue separately and provide Federal aid for education on a systematic comprehensive basis, rather than by piecemeal evasion of this fundamental issue by Federal subsidies through the Department of Agriculture, the Veterans Administration, and other noneducational agencies.

Congress should separate the issue of Federal aid for public schools from the issue of similar aid for private schools, and act upon these two proposals in separate bills.

3. Adequacy of the Program

The National Council of Chief State School Officers has recognized that an adequate national foundation level of school support is essential to the national welfare. Sufficient Federal funds should be distributed according to a plan which will provide an adequate minimum foundation program for all children. Unless the broad tax base of the Federal Government is used for education, the financial condition of public schools will grow progressively worse. Each Chief State School Officer should emphasize this fact before the people and the congressional delegation of his State, and point out the imperative need for establishing a broad, adequate federally supported minimum financial program for education.

Proposed Policy and Procedure:

It is recommended that legislation similar to S. 181 of the Seventy-Ninth Congress be supported with the following improvements:

(a) The proposal should be expanded to provide the necessary funds to support a comprehensive foundation program including capital outlay.

(b) Provision should be made for raising the level of the foundation program to be supported, within a reasonable number of years at least, to the present national average.

(c) Report forms to be filed with the Federal Government should be adequate to meet the needs and should be prescribed by the U. S. Office of Education after considering the recommendations of the legally constituted State educational authorities.

II. Legislative Proposals on Governmental Reorganization Affecting Education

S. 2503, A Bill To Create an Executive Department To Be Known as the Department of Health, Education and Security, is of vital importance to the interest of education.

A. Provisions:

S. 2503 proposes the creation of an executive department of the Government as the Department of Health, Education, and Security and provides that:

1. The Department shall be administered by a secretary, appointed by the President with the advice and consent of the Senate.

2. As indicated by the name, education shall be one of the three major subdivisions of the new department.

3. The Division of Education shall be administered by an assistant secretary, who "shall be experienced and trained in the field of education," and appointed by the President.

4. "The secretary shall appoint such advisory committees in the areas of his responsibility as he deems necessary to advise and consult with him . . ."

5. The educational activities now in the Federal Security Agency shall be consolidated in the Division of Education. These are:

(a) The United States Office of Education.
(b) The Office of Vocational Rehabilitation.
(c) Administration of Howard University.
(d) Administration of Columbia Institute for the Deaf.

6. The Department shall have the following functions with reference to education:

(a) Aid, stimulate, and encourage services and facilities throughout the Nation.
(b) Advise and cooperate with Federal departments and agencies and State departments of education.
(c) Promote, foster, and encourage State and community activity.
(d) Collect and analyze statistics and make studies.
(e) Make reports and recommendations.
(f) Advise and cooperate with international educational organizations.
(g) Administer such educational Federal programs, including grants in aid, as are assigned to it or provided through subsequent legislation.

B. Evaluation:

The bill in effect raises the Federal Security Agency to the status of an executive department with a secretary having a seat in the President's Cabinet. The following is an evaluation of the possible effects on the participation of the Federal Government in education. This evaluation is made in terms of the policies previously adopted by the National Council of Chief State School Officers and the opinions which have been presented on this matter. The following are the principal policies which are applicable to the proposals in S. 2503.

1. Policies Already Adopted

(a) *Federal Organization for Education.*—Any organization or reorganization which has to do with education on the national level should be so carried out as to safeguard education as a long-standing institution of American society and, as such, to be regarded as the fundamental agency of government deserving separate, distinct, and favorable consideration.

(b) *National Legislative Matters.*—The Council recognizes that in all matters relating to Federal legislation pertaining to education, the U. S. Office of Education is the only appropriate Federal administrative agency of all such educational programs. The Council strongly disapproves and opposes any legislation or directive authorizing, empowering, and requiring any agency, except the U. S. Office of Education and duly constituted State and local educational agencies, to perform educational functions. In the interest of sound policy and procedure in all matters relating to Federal legislation pertaining to education, as well as proposed programs of education, the chief State school officer of each State shall recognize the U. S. Office of Education as the appropriate agency of all such educational programs.

(c) *Educational Services Which the States Should Expect From the Federal Government.*—(1) Steps should be taken to discontinue the rendering of educational services to the States by noneducational Federal agencies. Any such services that should be continued should be transferred to the Office of Education; (2) steps should be taken to strengthen the program of the Office of Education in the services for which it was established. The act establishes an agency whose purpose is to exercise broad leadership. If this leadership is to function effectively, it is essential that a clear and well-defined working relationship be established between State departments of education and the U. S. Office of Education. It is proposed that a program of conferences either on a national or regional basis be developed so that, as a guarantee that real needs will be served, the States can help determine the services to be provided by the Office of Education.

2. Desirable Provisions

(a) It provides for the consolidation of those educational functions now performed by the Federal Security Agency in the proposed Division of Education. (See policy B, 1.)

(b) The status of the U. S. Office of Education would be elevated to that of a major division of a department. (See policy C, 2.)

(c) It might tend to facilitate the assignment of new educational functions assumed by the Federal Government to the educational agency rather than some noneducational agency. This course would make it easier to avoid the threat of the development of Federal control. (See policy C, 1.)

(d) It could tend to strengthen the staff of the Office of Education and thus enable it better to render the services required by the States. (See policy C, 2.)

3. Undesirable Provisions

(a) The bill provides an arrangement which assumes that health, education, and welfare are uniquely related services. (See policy B, 1.) This may tend to promote a similar reorganization of State governments.

(b) It would bring the Office of Education under the partisan influence of a Cabinet member. (See policy B, 1.)

(c) It violates the commonly accepted principle that education should be independent of other functions of government.

(d) It does not incorporate the principle that all educational functions should be consolidated in the Division of Education regardless of where they are now assigned. (See policy C, 1.)

In the light of previously adopted policies and the foregoing evaluation of the strengths and weaknesses of S. 2503 of the Seventy-ninth Congress, it is recommended that:

(a) The introduction of legislation to establish education as an independent agency of the Federal Government be sponsored.

(b) Such legislation provide for this agency to be under the direction of a representative nonpartisan policy-determining Federal board.

(c) Pending the passage of such legislation, the Office of Education be retained in the Federal Security Agency, which should have Cabinet status.

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VOCATIONAL EDUCATION

Point of View

The normal American adult spends a considerable portion of his life earning a living. This inevitably implies education for occupational competence as a part of every individual's complete education. But both on and off the job he lives a life. This calls for education for personal, social, and civic competence—general education. For every individual, it is not a case of "either–or," but of "both – and." The only problem is one of striking a fair balance all along the line. This is equally a problem of the person being educated and of the administration responsible for planning the program.

I. *Vocational Education Should Comprise All Phases of the Total Educational Program That Are Designed Specifically to Help the Individual Achieve Occupational Competence.*

While vocational education, in its broadest sense, includes professional education, in this report the term is restricted to those levels of occupational education that do not require four or more years of college or professional school for their attainment. It implies education for competence in all occupations, not restricting the concept to programs receiving Federal aid.

II. *A Program of Education for Occupational Competence Adjusted to the Needs of the Individual and to the Changing Needs of Society Should Be Free and Available to Every Person Who Needs and Can Profit From It.*

A. At the local level, the programs offered should be determined, in general, by the occupational background of the community and the number of persons interested and qualified to profit from the instruction.

B. At the State level, the responsibility for leadership, stimulation, guidance, and evaluation should be as broad as the occupational needs of the State. The State should encourage, assist and supplement the efforts of and help to equalize the educational opportunity among the local communities.

C. At the Federal level, the responsibility should be to stimulate and help to equalize the educational opportunities among the States.

D. The State should encourage school administrative units of adequate size to establish vocational programs to make a desirable program of vocational education available to all of its citizens.

Where the basic administrative units are not large enough to provide an adequate educational program, the State should encourage reorganization into larger administrative units, or the organization of existing units on a cooperative basis for the provision of those programs and services which the constituent units standing alone cannot provide economically and efficiently.

III. *The Several States, With the Counsel and Advice of the Federal Educational Authority, Should Establish Sound Principles for the Continuing Development of Vocational Education Programs; and With the Counsel of Local School Representatives Should Set Desirable Goals and Establish Minimum Standards for the Guidance of Local Authorities.*

A. For all teachers, including vocational teachers, salaries should be commensurate with the wages paid for comparable education, experience, training and service, in business, industry, public service and the other professions. A single salary schedule should be recognized as desirable for each school administrative unit.

B. In housing programs, arrangement, space, and equipment should be adapted to the objectives of the programs to be offered. In construction and arrangement of space, provision for the utmost flexibility for adaptation to change of programs is essential.

C. Standards governing the development and approval of vocational education programs should be an integral part of the standards governing the total school program. Such standards should be in terms of the competence required in the occupations served.

IV. *A Balanced Program Should Aim To Provide Educational Opportunities Leading to Occupational Competence for Every Individual Prior to His Leaving School and Should Provide Opportunity for Continued Assistance to Youth and Adults During Their Working Years.*

A. The major emphasis on initial education for occupational competence should be placed in the upper years of the secondary school and in the upward extension of the secondary school, in recognition of trends to restrict the employment of youth under the age of 18 and their retention in school to the age of 18 or older.

However, occupational training should be provided for youth likely to drop out of school. Special provision should be made in full-time day schools or through cooperative work-study programs for older youth regardless of the level of their school attainments.

B. Educational programs for employed youth and adults should include short-term programs, full or part-time, for specific purposes, extension and evening courses, and cooperative arrangements to serve the needs of individuals and groups.

V. *The Close Coordination of Vocational and General Education Is Essential in an Educational Program That Helps Every Individual To Achieve Occupational Competence.*

General education should include the knowledge that is recognized as the common heritage of all citizens. It should include the knowledge and skills needed for the adequate civic, personal, and social development of the individual. At the level of specialization it will be based in part on analysis of the civic, personal, and social needs of the individual, both in his occupational career and in his living outside the requirements of his job.

Vocational education should be based on continuing analyses of the skills and knowledge required in the jobs or occupations served and of the abilities and needs of the individuals in training. It should be directed toward helping the individual acquire a marketable or economically useful skill or skills and the broader base of understanding that may lead to advancement in his chosen field and the improvement of society.

At one extreme general education may be concerned with knowledge and skills that have no reference to any particular job or occupational field. At the other extreme, vocational education may be concerned with knowledge and skills applicable to a single job or occupation. Between these extremes are areas of knowledge and skills that require a high degree of coordination. The problem calls for careful selection of knowledge, organization of content under new titles and in new courses, continuing cooperation between vocational and general teachers, between teachers and students, and between the faculty and representatives of business, industry, and labor.

All student activities—so called extracurricular activities—should be organized within the total curriculum pattern of the school and should be used to help the participants grow in the achievement of civic, social, personal, and vocational competence.

VI. *State Educational Authorities Should Seek the Cooperation of Local and Federal Authorities in Developing Well-Balanced Programs of General and Vocational Education.*

The immediate responsibility for the administration and operation of a program of vocational education rests with the administrative officers of the local schools and functions through the supervisors and teachers assigned. Local administration and supervision should be continuously seeking close cooperation between teachers of general and vocational subjects and between the school and the occupational fields served.

State supervision should serve in a consultative capacity to local schools, help them to obtain the advice and counsel of experts in the various fields, stimulate and assist in the development of local programs, find and disseminate outstanding materials and practice, prepare materials for the guidance of schools, assist in appraising programs, and otherwise encourage the continuing develop-

ment and improvement of instructional programs.

To aid the States in the development of their programs, the U. S. Office of Education should provide technical and expert consultative service; and for those portions of the program financed in part from Federal funds should check State plans for conformity to Federal law and approve the same when consistent therewith.

The U. S. Office of Education should serve in a consultative capacity to State officials, disseminate information concerning outstanding practices among the States, encourage controlled experiments and research, and otherwise promote the continuing development and improvement of programs.

VII. Adequate Financial Provision Should Be Made at the Federal, State, and Local Level in Order To Implement a Total Educational Program. The Policy Statements Already Adopted by the Council Regarding Federal Support of Education for the States and State Support for Local School Administrative Units Should Apply to the Financing of the Vocational Educational Program.

VIII. Research, Experimentation, and Evaluation Are Essential to the Continuing Development and Improvement of Programs.

A. In every Federal and State budget for education, provision should be made for research, to discover the community needs to be served, to evaluate current programs, to follow up the careers of youth who have graduated or left school, to conduct controlled experimentation, and for the study of such other problems as are involved in the development of sound programs.

B. The evaluation of educational programs should be in terms of the objectives to be attained and of the needs to be served.

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E. L. Morphet.
Robert H. Morrison.
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Roger M. Thompson.
E. Glenn Featherston, secretary.

1947 List of Chief State School Officers

ALABAMA—A. R. Meadows, superintendent of education, Montgomery 4.
ALASKA—James C. Ryan, commissioner of education, Juneau.
AMERICAN SAMOA—Karl M. Geiselhart, director of education, Pago Pago.
ARIZONA—Nolan D. Pulliam, superintendent of public instruction, Phoenix.
ARKANSAS—Ralph B. Jones, commissioner of education, Little Rock.
CALIFORNIA—Roy E. Simpson, superintendent of public instruction, Sacramento 14.
CANAL ZONE—Ben M. Williams, superintendent of schools, Balboa Heights.
COLORADO—Nettie S. Freed, superintendent of public instruction, Denver 2.
CONNECTICUT—Alonzo G. Grace, commissioner of education, Hartford.
DELAWARE—George R. Miller, Jr., superintendent of public instruction, Dover.
DISTRICT OF COLUMBIA—Hobart Corning, superintendent of schools, Washington 5.
FLORIDA—Colin English, superintendent of public instruction, Tallahassee.
GEORGIA—M. D. Collins, superintendent of schools, Atlanta 3.
HAWAII—Oren E. Long, superintendent of public instruction, Honolulu.
IDAHO—Alton B. Jones, superintendent of public instruction, Boise.
ILLINOIS—Vernon L. Nickell, superintendent of public instruction, Springfield.
INDIANA—Clement T. Malan, superintendent of public instruction, Indianapolis 4.
IOWA—Jessie M. Parker, superintendent of public instruction, Des Moines 19.
KANSAS—L. W. Brooks, superintendent of public instruction, Topeka.
KENTUCKY—John Fred Williams, superintendent of public instruction, Frankfort.
LOUISIANA—John E. Coxe, superintendent of education, Baton Rouge 4.
MAINE—Harland A. Ladd, commissioner of education, Augusta.
MARYLAND—T. G. Pullen, Jr., superintendent of schools, Baltimore 1.
MASSACHUSETTS—John J. Desmond, commissioner of education, Boston 33.
MICHIGAN—Eugene B. Elliott, superintendent of public instruction, Lansing 2.
MINNESOTA—Dean M. Schweickhard, commissioner of education, Saint Paul 1.
MISSISSIPPI—J. M. Tubb, superintendent of education, Jackson 106.
MISSOURI—W. Hubert Wheeler, superintendent of education, Jefferson City.
MONTANA—Elizabeth Ireland, superintendent of public instruction, Helena.
NEBRASKA—Wayne O. Reed, superintendent of public instruction, Lincoln 9.
NEVADA—Mildred Bray, superintendent of public instruction, Carson City.
NEW HAMPSHIRE—Edgar Fuller, commissioner of education, Concord.
NEW JERSEY—John H. Bosshart, commissioner of education, Trenton 8.
NEW MEXICO—Charles L. Rose, superintendent of public instruction, Santa Fe.
NEW YORK—Francis T. Spaulding, commissioner of education, Albany 1.
NORTH CAROLINA—Clyde A. Erwin, superintendent of public instruction, Raleigh.
NORTH DAKOTA—G. B. Nordrum, superintendent of public instruction, Bismarck.
OHIO—Clyde Hissong, superintendent of public instruction, Columbus 15.
OKLAHOMA—Oliver Hodge, superintendent of public instruction, Oklahoma City 5.
OREGON—Rex Putnam, superintendent of public instruction, Salem.
PENNSYLVANIA—Francis B. Haas, superintendent of public instruction, Harrisburg.
PUERTO RICO—Mariano Villaronga, commissioner of education, San Juan.
RHODE ISLAND—James F. Rockett, director of education, Providence 2.
SOUTH CAROLINA—Jesse T. Anderson, superintendent of education, Columbia 10.
SOUTH DAKOTA—J. F. Hines, superintendent of public instruction, Pierre.
TENNESSEE—Burgin E. Dossett, commissioner of education, Nashville 3.
TEXAS—L. A. Woods, superintendent of public instruction, Austin 11.
UTAH—E. Allen Bateman, superintendent of public instruction, Salt Lake City 1.
VERMONT—Ralph E. Noble, commissioner of education, Montpelier.
VIRGIN ISLANDS—C. Frederick Dixon, superintendent of education, Saint Thomas; Alfred T. Child, Jr., superintendent of education, Saint Croix.
VIRGINIA—G. Tyler Miller, superintendent of public instruction, Richmond 16.
WASHINGTON—Pearl A. Wanamaker, superintendent of public instruction, Olympia.
WEST VIRGINIA—W. W. Trent, superintendent of free schools, Charleston 5.
WISCONSIN—John Callahan, superintendent of public instruction, Madison 2.
WYOMING—Edna B. Stolt, superintendent of public instruction; Ray E. Robertson, commissioner of education, Cheyenne.

Highlights of 1946 State Legislative Action Affecting Education

by Ward W. Keesecker, Specialist in School Legislation

FOR THE FIRST TIME in 6 years, State legislatures in 1946 could turn their attention from the pressures of the war emergency to immediate postwar problems, including those of education.

This summary of State legislative action that affected education is based on incomplete returns and is not to be taken as comprehensive; rather, there will be an indication of the noteworthy educational enactments that had been reported by the end of the year from the 9 States that held regular legislative sessions.

These 9 States are Kentucky, Louisiana, Massachusetts, Mississippi, New Jersey, New York, Rhode Island, South Carolina, and Virginia. (No attempt is made herein to cover the special legislative sessions held in some of the States during the year.)

Some outstanding features of 1946 legislation affecting education include the passage of legislation to facilitate the education of veterans; to improve teachers' salaries and to extend and increase teacher retirement benefits; to increase State participation in the support of education; to facilitate school building programs; to increase facilities for higher education; to facilitate the acquisition of surplus property for schools; to promote improved school transportation facilities and safety; and to provide special educational facilities for handicapped children.

Following are the reports concerning the above-named 9 States whose legislatures met in regular session during 1946.

Kentucky

Equalization Fund.—The legislature stipulated that "Equalization Fund" means a special fund of 10 percent of the total appropriation for the common school fund, appropriated by the General Assembly "for the specific purpose of equalizing education service in the less able local school districts . . ."

It redefined "adjusted recurring revenue," "arithmetic mean index," and "net ability index." It also stipulated that "The equalization fund shall be distributed and administered under the direction of the Superintendent of Public Instruction, with the approval of the State Board of Education."

Further, it provided that any board of education whose budget and salary schedule are approved by the State Board of Education, and whose ratio of assessed valuation to fair cash value is equal to the average ratio of the State, as certified to the State Board by the State Tax Commission, and has levied for schools not less than 25 cents on each $100 ad valorem, shall have privilege of applying for aid from the Equalization Fund (Act No. 131).

School Funds and School Buildings.—Stipulated that the ad valorem tax for schools, other than sinking fund purposes, shall not be less than 25 cents nor more than $1.50 on each $100 valuation. Boards of education were authorized to request the levy of a $2 poll tax on each male inhabitant over 21 who is not exempt by law from payment of a poll tax; such boards may, in addition to other taxes requested for schools, request the levy of not less than 4 cents nor more than 20 on each $100 of property to provide a special fund for the purchase of sites for school buildings, and for the erection, alteration, and equipping of school buildings, *provided* that such tax shall come within the maximum school tax levy. In addition to or in lieu of this special tax, boards of education may pay into this special fund at the close of any fiscal year the proceeds from the sale of land or property no longer needed for school purposes and all or any balances remaining in the general fund over and above the amount necessary for discharging obligations for the fiscal year in full (Ch. 36.)

School Consolidation.—Provided that whenever any territory in any municipality of the fifth or sixth class is located in a county school district, the owners of real property in such territory may, upon petition of 75 percent of said owners, demand of the board of education of the county school district in which their property is located that said property be placed in and become a part of the school district in which the greater part of said municipality is located and embraced, *provided* the board of education of the recipient district shall first give their consent and approval (Ch. 140).

Common Schools.—The legislature defined a "common school" as "an elementary or secondary school . . . supported in whole or in part by public taxation"; and required all common schools to be operated for a term of eight or more months (Ch. 155).

School Age.—The school attendance provision was modified to provide that any child who is 6 years of age, or who may be 6 by January 1 following the opening of school, may enter the school at the beginning of the term, *provided* he enters within 30 days from the opening of school. Any child who becomes 6 after January 1 may not enter school during that year (Ch. 155—amended Sec. 158.030 Ky. Stat.).

School Attendance Officers.—Stipulated that attendance officers may not serve warrants. Defined their powers to investigate nonattendance, enter places where minors are employed, and may—under direction of the superintendent of schools, the State Attendance Officer, or the State Board of Education—institute proceedings against any person violating provisions of attendance laws (Ch. 30, 1946 Laws—amended Sec. 159.130 Ky. Stat.).

Junior Colleges.—Authorized certain school districts, upon vote of majority of electors, to establish junior colleges. For this purpose the district may levy a tax not to exceed 50 cents per $100 valuation. Said colleges, when established, may charge a tuition not to exceed $100 per annum per pupil enrolled (Ch. 164).

Negro Education.—Provided that the State Board of Education shall prescribe rules governing the granting of

tuition aid under *Kentucky Revised Statute 166.160;* and stipulated that the tuition and fees for Negroes attending out-of-State institutions of higher learning shall be ascertained by the Superintendent of Public Instruction and paid upon his requisition out of funds appropriated for that purpose. Not more than $350 shall be allowed to any person during any school year of 9 months (Ch. 67).

Federal-State Relations.—"Whenever authorized by ordinance or resolution by its legislative authority, any political subdivision of the State shall have power to purchase supplies, materials, or equipment from or through the United States Government without calling for bids, notwithstanding any laws or charter provision to the contrary" (Ch. 8).

Authorized the acquisition, construction, maintenance, extension, and improvement of public projects, and the renting thereof, by governmental units, agencies, and instrumentalities, including educational agencies (Ch. 126).

Civil Service.—Provided for the establishment of a civil service system for noninstructional employees of boards of education in cities of the second class in the State (Ch. 201).

Teacher Retirement.—Kentucky amended its retirement law for teachers by redefining "annual salary" to include the average annual salary for 5 years or less than 5 years prior to July 1, 1941, and to allow additional retirement benefits. Defined and included out-of-State service which may be counted as credit in the retirement system; from 1 to 8 years' service in another State may be counted if the member pays to the retirement system the amount he would have paid had he been teaching in Kentucky and in addition thereto 3 percent compound interest. Stipulated that the amount of contribution each member shall pay shall not exceed his percentage, determined by his age, on his current annual compensation, and that no contribution shall be made on any salary in excess of $2,400.

Increased the maximum annual retirement allowance of teachers from $1,000 to $1,200. In addition to the budgetary appropriation for the retirement system, the Legislature in 1946 appropriated $106,000 for the biennial to carry out the provisions of this act. Also provided that teachers in welfare institutions may come into the retirement system (Ch. 111).

Private Homes for Children.—Made it unlawful to board or lodge children under 16 years of age at any boarding house without being authorized to do so, in writing, by the county health officer; and stipulated certain regulations governing the housing and boarding of children under 16 (Ch. 13).

Louisiana

State Educational Survey.—The legislature directed the Governor to appoint a special educational committee of eight members, composed of five members of the House and three of the Senate, "to make a survey of the needs and necessity of improvement of the following institutions:

"The kindergartens, primary, and secondary public schools under the supervision of the parish school boards, the colleges and schools under the supervision of the Louisiana State Board of Education, and the Louisiana State University and Agricultural and Mechanical College and colleges under the supervision of its Board of Supervisors, and to report their findings and recommendations to the Governor and members of the Legislature." The committee is authorized to conduct investigations to administer oaths, to compel attendance of witnesses, and to inspect records of any of said schools or institutions (Act. 38).

School Surplus Funds.—Municipalities and school boards were authorized to invest surplus funds in United States bonds, or Treasury notes, or certificates (Act. 172).

Consolidation.—Provided that the indebtedness of consolidated school districts shall be assumed, if approved by a majority of the qualified electors of the consolidated district. (Previously a majority vote of electors of each district consolidated was required.) (Act. 206).

School Lunch.—The legislature recommended that officials of the public and private schools furnish milk with the free lunches provided for the school children (Act. 155).

Adult Education for Handicapped.—Authorized the parish school boards, upon approval of the State Board of Education, to establish and maintain special classes of elementary school level for the education of physically handicapped persons of "educable mind," between 21 and 35 years of age, who—because of their physical handicaps—were not able to obtain an education equivalent to the eight elementary grades, "if there are 10 or more such persons who may be properly taught together" (Act. 77).

Bus Drivers.—Required all drivers of school buses to be at least 18 years of age, and imposed a penalty on school officials for violating this provision (Act. 65).

School Business.—Authorized parish school boards, by resolution duly adopted, to authorize the treasurer to use a check signing machine or similar mechanical device in signing pay-roll checks only (Act. 376).

Retirement.—Established a retirement system for aged and incapacitated bus operators, custodians, janitors, and maintenance employees of parish school boards (Act 124), and proposed to amend the State Constitution, article XII, section 23, to so authorize (Act 394).

Massachusetts

State Educational Survey.—The legislature increased the scope of the investigation to be made by the special commission established in 1945 to investigate certain matters relating to public education. Among the matters to be investigated by the commission are: Appropriations for an equitable revision of State reimbursement to cities and towns for educational purposes; changing the name of the Massachusetts State College to the University of Massachusetts, increasing the curriculum of said State University, and establishing a new board of trustees thereof; the maintenance of high schools by certain towns and school union districts, as partial reimbursement for salary increases of school teachers; requiring the qualification of teachers whom school committees propose to hire and their certification by the Department of Education; and the establishment of a medical school and also a law school at the Massachusetts State College (Ch. 82).

The scope of the educational commission above-mentioned was further extended to include an investigation of the advisability of providing further

facilities within the State for the higher education of its citizens; and directed the commission to confer with officials of other States providing higher educational facilities (Ch. 81).

Extended School Services.—Provided that if the school committee of a town determines that sufficient need exists for extended school services for children between the ages of 3 and 14, of mothers who are employed and whose employment is determined by the said school committee to be necessary for the welfare of their families, the said school committee—with the approval of the city council—may establish and maintain such services; provided the procedure for such action; authorized the acceptance of Federal funds therefor; and also provided for a certain State amount of reimbursement relative to the expense of the same (Ch. 165).

Child Delinquency.—Provided for an investigation, by a special commission, relative to the prevention of child delinquency, the rehabilitation of delinquent children, and the advisability of establishing institutions for the treatment of such children (Ch. 86).

Public Indebtedness.—Increased the debt limit in towns from 3 to 5 percent, on the average of the assessor's valuation of the taxable property therein (Ch. 329).

Veterans Education.—Extended to residents of the State who are members of the armed forces or veterans of World War II the advantages of university extension courses, free of charge (Ch. 439).

Higher Education.—Appropriated $450,000 for the construction of a physics building at Massachusetts State College, and also $125,000 for the construction of a new building at Waltham Field Station of the said College (Ch. 606).

Provided for the raising of the standards of pharmacy in the State by directing the board and the Commissioner of Education to establish the standards to be met by schools or colleges of pharmacy (Ch. 194).

Authorized the board of commissioners of the Massachusetts Maritime Academy to grant the degree of bachelor of science or other appropriate degree to any person satisfactorily completing the prescribed course of instruction, provided that such course of instruction has been approved by the Board of Collegiate Authority (Ch. 340).

Dissolved the College of Physicians and Surgeons (Ch. 364).

Higher Institutions.—Authorized the Department of Education, at its discretion, to rent, during the summer vacation, space in any dormitory of a State teachers college to relieve housing shortage in the respective communities where such dormitories are situated (Ch. 440).

Handicapped Persons. — Provided that in any town where there is a child of school age whose hearing, vision, or speech is impaired, or who is otherwise physically handicapped to such an extent as to prevent normal educational growth and development, such child shall be given the type of training recommended by the State Department of Education (Ch. 357).

Teacher Tenure.—Provided a preference to public school teachers serving on tenure when a reduction in number of teachers is necessary by reason of a decrease in the number of pupils (Ch. 195).

Mississippi

State Department of Education.—The legislature reorganized and strengthened the State Department of Education and prescribed its duties and powers. Declared the Department of Education to consist of a State superintendent of education, an assistant superintendent, and directors of the following divisions: Finance and Administration, Instruction, School Buildings and Transportation, Vocational Education, Vocational Rehabilitation, Crippled Children; and such supervisors, assistants, or employees as may be necessary for proper functioning of the aforementioned divisions. The law defined the functions of the several divisions. The State Superintendent, subject to the direction of the State Board of Education as provided by law, shall have administration and control of the State Department of Education (Ch. 297).

State School Administration.—Abolished the State Board for Vocational Education and transferred the duties thereof to the State Board of Education (Ch. 314).

Changed the name of the Mississippi State Textbook Rating and Purchasing Board to the Mississippi State Textbook Purchasing Board, limited its powers with reference to change in the curriculum, and required the appointment of a rating committee to appraise all textbooks offered for adoption. Provided that the State Superintendent shall appoint a rating committee to assist the Textbook Purchasing Board. (Previously the Governor was authorized to make such appointments.) (Ch. 444).

Federal-State Relations.—Provided that any consolidated school district that has lost one-third or more of its total taxable property to the Federal Government for national defense purposes and is not receiving any Federal aid for schools, shall be allowed to participate in the State equalization fund to the extent of its loss (Ch. 407).

Created a surplus property procurement commission, with authority to negotiate and contract with the United States Government, for the purpose of securing surplus war materials or property for use by the political subdivisions and school systems of the State (Ch. 214).

School Transportation.—Authorized the county boards of education to contract with the trustees of school districts for the transportation of school children on any school route who are entitled to transportation (Ch. 248).

Amended the code to provide that it shall be unlawful for any person operating a motor or other vehicle to pass a school bus when the bus has stopped for the purpose of taking on or discharging passengers (Ch. 341).

Authorized the county superintendents to employ bus drivers, to make school bus repairs in emergencies, and to perform certain other administrative duties concerning the operation of the school transportation program, subject to the approval of the county school board (Ch. 472).

Authorized the State Board of Education to adopt rules for the operation of county- or district-owned buses and to permit their use for certain public school activities, including 4–H club meetings and certain other school programs (Ch. 480).

Curriculum.—Stipulated that the cur-

riculum in the common free schools shall include forestry.

Authorized the State Board to appoint a curriculum committee, not to exceed eight members of professional and lay representatives, to make recommendations to the State Board from time to time relative to changes which should be made in the curriculum (Ch. 478).

Higher Education.—Created a 4-year medical school as a department of the University of Mississippi and outlined plans of its operation (Ch. 442).

Created a State Medical Education Board, prescribed its duties, and provided for loans and scholarships to students desiring to study medicine—in amounts not to exceed $5,000 to any one student, to be paid in annual installments not to exceed $1,250 per annum (Ch. 436).

Authorized the State University and the colleges of the State to charge an additional fee or tuition in certain cases, to meet the additional financial burden that might be placed upon them as a result of excessive or abnormal enrollments—valid for 5 years (Ch. 193).

Authorized agricultural high schools or junior colleges to borrow money for erecting and equipping prefabricated houses on the grounds of such schools (Ch. 366).

Provided for the manufacturing of disinfectants and insecticides by the State and for the sale thereof at cost to State institutions and political subdivisions (Ch. 324).

Veterans Education.—Created a vocational and educational revolving fund for the use and benefit of veterans under the GI bill of rights, and provided method and procedure for handling the same. Authorized an appropriation of $2,000,000 to promote accommodations, equipment, and supplies for veterans at educational institutions (Ch. 184).

Authorized the Governor to designate the educational institutions to have charge of any facilities provided by the United States Government or any agency thereof, for aiding and training of veterans under the GI bill of rights; and to empower such institutions to accept such facilities (Ch. 249).

Vocational Education.—Provided for the establishment of a State vocational college to train Negro teachers for rural and elementary Negro schools, and to provide vocational training for Negro students (Ch. 327).

School Buildings.—Provided for the granting of State aid in the construction of school buildings in counties and districts where the need therefor shall have been definitely ascertained by a proper survey; authorized the State Building Commission to receive applications for money for such buildings and to prescribe rules under which such grants may be approved (Ch. 250).

Authorized the board of supervisors of any county to levy annually, at its discretion, a tax not to exceed 2 mills on the dollar upon all taxable property of the county situated outside the limits of any separate school district, for the purpose of building and repairing school buildings and purchasing equipment therefor (Ch. 230).

Teachers' Home.—Authorized county boards of education in consolidated school district specified area to issue bond for purchase of a teachers' home (Ch. 445).

Special Education.—Authorized the State Building Commission to provide for the selection of site and the construction of new State schools for the blind and for the deaf (Ch. 374).

Provided educational facilities for patients of educable age being treated at the State Tuberculosis Sanatorium (Ch. 252).

Professions—Authorized any State board of examiners to proceed by injunction to prohibit any person from practicing any profession without a license (Ch. 431).

School Fraternities—Prohibited fraternities, sororities, and secret societies in public high schools and junior colleges. Made it unlawful for any pupil in such schools to become a member of such secret fraternities, declaring them to be "inimical to public free schools" (Ch. 427).

School Business—Authorized county superintendents of education to call special meetings of the county boards of education, on 2 days' written notice, except for certain purposes (Ch. 216).

Defined the method of advertising for competitive bids for the purchase of supplies for public works and public buildings, by boards of school trustees and municipalities (Ch. 375).

Teachers' Salaries—Provided that teachers' salaries may be paid at the same monthly rate for a period of 12 months and that teachers holding first-grade licenses may be paid not to exceed $250 per month (Ch. 481).

School Indebtedness—Authorized an increase in the maximum indebtedness of school districts from 10 percent to 15 percent of the assessed valuation (Ch. 413).

New Jersey

School Funds.—Established a new method of allocating funds to school districts to equalize school expenditures among districts (Ch. 63).

Referred the question of the distribution of railroad tax money to the various municipalities and counties for study by the State Tax Policy Commission and report to the next legislature (Ch. JR 1).

School Administration.—Authorized the Commissioner of Education to designate one of his assistants to exercise the powers of a county superintendent during disability or vacancy (Ch. 265).

Fixed at $900 the expense account allowed county superintendent of schools (Ch. 29).

Regional High-School Districts.—Provided that the control of high-school pupils shall remain in the constituent districts of a newly created regional high-school district until the regional board of education provides suitable school facilities (Ch. 266).

Private Education.—Provided that no educational institution shall use as part of its name the words "New Jersey," "State of New Jersey," or "State" unless maintained by the State (Ch. 289).

Provided for the registration and regulation of private child care centers (Ch. 303).

Education of Veterans.—Expanded the educational facilities of State and local boards of education to provide education for veterans; appropriated $1,297,830 therefor (Ch. 64).

Provided for the issuance of "high-school equivalence certificates" to veterans, under certain conditions (Ch. 243).

Junior Colleges.—Permitted boards of education to provide instruction in schools beyond the twelfth grade; pro-

vided for tuition of nonresident pupils (Ch. 296).

Authorized an equal annual bonus to all county, municipal, and school district employees, not to exceed $360 a year (Ch. 23).

Higher Education.—Incorporated the University of Newark into the State University of New Jersey (Ch. 217).

School Tuition.—Authorized boards of education to pay tuition of pupils in evening high schools of another district (Ch. 213).

Teacher Tenure.—Provided tenure to teachers in State teachers colleges and institutions under the control of the State Board of Education (Ch. 124).

Teacher Retirement.—The annual appropriation bill provided $8,374,487.50 to the Teachers' Pension and Annuity Fund (Ch. 111).

Provided that employees of school districts not eligible to join the Teachers' Pension Fund may join the State Employees' Retirement System if in operation in the municipality. (Applies only where the municipality by referendum has adopted the State Retirement System.) (Ch. 135).

Changed the interest rate for persons becoming members after July 1, 1946; legislated to permit new entrants 1 year to purchase prior credit and to retain the right of present entrants to retire before age 62 on full credit (Ch. 145).

Continued and reconstituted the Commission to Study the Financial Structure of the Teachers' Pension and Annuity Fund (Ch. JR 4).

Provided for report to individual members of the adequacy of the accumulated deductions under the Teachers' Pension and Annuity Fund every 5 years (Ch. 235).

Legislated to permit new entrants to retire after 35 years of service on such a pension as the amount which they have contributed and the State has appropriated for them (Ch. 153).

Limited the time during which employees of boards of education in first-class counties, whose employment commenced prior to March 26, 1935, may join county pension fund (Ch. 194).

Prescribed the qualifications for delegates to the Teachers' Pension and Annuity Fund, and provided that the elections of delegates shall be held at places selected by the county superintendents of schools (Ch. 210).

New York

School Buildings.—Provided that the Commissioner of Education shall approve plans and specifications for the erection of any school building, addition thereto, or remodeling thereof, if the plans conform to the requirements of the Education Law and the Commissioner's regulations, and that the Commissioner shall not withhold approval of such plans and specifications for any reason related to the selection of a building site (Ch. 141).

Teacher Retirement.—Made provisions whereby a retired teacher receiving superannuation may return to active teaching service during a period of national emergency resulting from war, as proclaimed by the Governor or as designated by the Retirement Board in the absence of such proclamation (Ch. 172).

Provided that a teacher who had elected to pay contributions to the retirement system and whose salary was subsequently reduced, may elect to assume and continue paying additional contributions to the retirement system in such manner as he would have paid had his salary not been reduced (Ch. 814).

Higher Education.—Provided that on account of the inadequacy of housing accommodations and veterans' facilities at educational institutions to meet the needs of veterans and other students, the Superintendent of Public Works and the Commissioner of Housing may acquire property for the conversion thereof into classrooms, laboratories, and other education facilities; and provided also that transportation facilities may be established for such students attending colleges and universities (Ch. 621).

Created a temporary State commission of 21 members to examine into the need for a State university, including professional and graduate schools, and to make appropriate recommendations to the Governor and the legislature (Ch. 313).

Provided that the State Maritime Academy, under the jurisdiction of the State Education Department, may establish therein an undergraduate course of study leading to the degree of Bachelor of Maritime Science (B. M. S.), which may be awarded by said Education Department (Ch. 478).

Changed the name of the State Institute of Agriculture, on Long Island, to Long Island Agricultural and Technical Institute (Ch. 486).

Experimental Schools.—Provided for the establishment—upon an experimental basis for a period of 5 years—of five State institutes of applied arts and sciences (one each in Binghamton, Buffalo, New York, White Plains, and Utica). The institutes are to be under the direction of the State Education Department and shall provide training in applied arts, crafts, aeronautics, retail business management, professions and technical skills, embracing curricula not to exceed 2 years in length; appropriated $2,000,000 for alteration and equipment of buildings therefor (Ch. 433).

Special Classes.—Amended the State Aid Law so as to provide $800 for each approved special class with an average registration of 10 or more; and provided that, when the average registration in such a class is less than 10, the district shall be entitled to a pro rata amount (Ch. 461).

(The above chapter also contains the new Section 1026, defining a "delinquent child" and providing special classes therefor under certain conditions.)

State Funds.—Appropriated an additional $1,750,000 to school districts to be apportioned by the Commissioner of Education during the school year 1946-47, in accordance with an equitable method adopted by him and approved by the Director of the Budget prior to May 1, 1946 (Ch. 562).

Provided that, under rules adopted by the Commissioner of Education, the days spent in employment by pupils who attend part-time cooperative schools, or apprentice training schools and who are regularly and lawfully employed, shall be considered days spent in school, and State aid shall be apportioned to each school district maintaining such schools (Ch. 629).

School Lunch.—Provided for an appropriation of $35,000 to the Education Department for the employment of scholarship supervisors and clerical employees and for other incidental expenses which may be necessary for the promotion and supervision of the school-lunch program (Ch. 632).

Child Labor.—Extended, until July 1, 1947, the authority of the Commis-

sioner of Education to release from school pupils 14 years of age or over, for planting and harvesting work; and pupils 16 years of age or over for work in milk plants, canning establishments, and greenhouses, for a period of not to exceed 30 days in any school year (Ch. 647).

Repealed the requirement for a pledge of employment or the name of the employer for issuance of a vacation work permit for employment in farm service during summer vacation, and also the requirement that such a permit be designated as "special vacation work permit for farm service"; and provided that a vacation work permit shall not be issued for farm service (Ch. 649).

Veterans' Education.—Provided that the Education Department, with the approval of the Director of the Budget, may enter into a contract with the board of trustees of any institution chartered by the Regents on a temporary basis to meet the emergency created by the present lack of college facilities, to defray the cost of instruction in higher education of veterans of World War II and other students and to meet such other expenses as are not covered by receipts from Federal, State, or other sources (Ch. 680).

Teachers' Salaries.—Provided that under no circumstances during the year 1946–47 may the salary of a teacher be less than $1,600 in all school districts employing at least eight teachers (Ch. 795).

Provided that a district superintendent of schools shall receive an annual salary from the State of $3,500 (Ch. 889).

Nursery Schools.—Provided that a board of education may maintain nursery schools which shall be free to resident children and may fix the age of admission at 3 years or above (Ch. 891).

Scholarships.—Provided $1,200 State war service scholarships for veterans of World War I or World War II at $350 a year for 4 years' tuition and fees, after competitive examination conducted by the Education Department at any college, university, business, professional, technical, or trade school located in New York and licensed or approved by the Regents (Ch. 929).

Provided that each university State scholarship holder shall be entitled to $350 annually for 4 years (Ch. 930).

(The above chapter also provided that each scholarship for the children of soldiers, sailors, and marines who died while serving in the armed forces, or as a result thereof, shall entitle each holder to $350 tuition a year in any approved college or university within the State, together with an additional sum of $100 a year for maintenance, for a period not exceeding 4 years.)

Transportation.—Added a new article (4–A) to the school law affecting State aid transportation quota. This law defines the duties of school districts and the rights of pupils. It applies to all school districts which receive a quota for the transportation of pupils (Ch. 943).

Teacher Employment.—Provided that a public employee on a military leave of absence may demand reinstatement within a period of 90 days following termination of his military duty (Ch. 188).

Provided that if maximum age requirements are established by law or rule, by any action of the Civil Service Commission, governing examination, appointment, or promotion to any position in public service, the period of military duty shall not be included in computing the age of such candidate (Ch. 590).

Leave of Absence.—Provided leave of absence for public employees who are veterans of World War II to continue study (Ch. 935).

Rhode Island

Veterans' Education.—The legislature stipulated that, with the approval of the Director of Education, the school committee of any city or town providing special educational opportunities for veterans may set a tuition charge for resident or nonresident veterans and may enter into a contract with the Veterans' Administration to receive such tuition. The school committee of any city or town was also authorized, with the approval of the Director of Education, to establish a technical institute, to offer educational opportunities in the technical fields through the thirteenth and fourteenth years of school, and to charge tuition for same and contract for payment with the Veterans' Administration (Ch. 1790).

Teacher Tenure.—The legislature provided a system of continuing contract for teachers after a satisfactory probation period of three successive annual contracts. Thereafter, no teacher may be dismissed "except for good and just cause," stated in writing and delivered to the teacher at least 1 month before the close of the school year. The teacher is entitled to a hearing, may appeal to the State Department of Education, and has the right of further appeal to the superior court (Ch. 1775).

Teacher Retirement.—Provided for increasing the maximum retirement benefits of teachers from $700 to $1,000 per annum (Ch. 1717).

South Carolina

State Aid.—Directed the State Board of Education, in the apportionment of school funds in order to avoid hardships occasioned by dislocation of school population, to waive—for fiscal year 1946–47—the regulations requiring 50, but having not less than 25 enrolled pupils during the fiscal year 1946–47 (Act 606).

School Transportation.—Required school bus drivers to cooperate with the teachers in their work, to be prompt in their duties, to be responsible for the conduct of the pupils; and provided that bus drivers may suspend pupils from buses for misconduct (Act 447).

Veterans' Education.—Repealed Section 5707 of State Code, 1942, as amended, relating to free tuition of veterans at colleges and universities (Act 448).

Teacher Retirement.—Amended retirement system to include the presidents, deans, professors, and employees of any college, university, or educational institution of higher learning, "to the extent that they are compensated by the State." (Formerly they were included on the same basis as teachers of the general public schools.) Provided also that teachers who have retired after July 1, 1940, and who, at the time of retirement, had taught 35 years or more, shall be eligible for all the retirement benefits (Act 557). County superintendents of schools are included in the Retirement System (Act 870).

Virginia

State Funds.—The general fund appriated for maintenance of public

schools was increased for the biennium by approximately $3,500,000. The appropriation act also included $75,000 for education service to veterans, which was a new item (Appropriation Act).

Changed the basis of apportionment of school funds by teacher groups to a new formula providing for equal amounts based on: average daily attendance, funds for equalizing transportation costs, apportionment towards costs of transporting children living beyond the limits set in the compulsory education law, and funds to maintain a minimum educational program in localities unable to provide the same. (Apportionment is governed by rules of the State Board of Education; and provision is made for a minimum salary schedule for teachers.) (Ch. 115).

School Taxes.—Provided for broadening the limits set on the rates of local school levies to not less than 50 cents nor more than $2.50 per $100 valuation. Towns may also make an additional levy for capital outlay (Ch. 65).

Free Textbooks.—Provided a system of free textbooks for the elementary grades with a conditional appropriation of $525,000 therefor for the biennium (Ch. 332).

Local School Administration.—Provided for management of joint schools for counties, or counties and cities, in accordance with rules of the State Board of Education (Ch. 25).

Authorized the State Board of Education, in lieu of certifying a general list of eligibles for appointment as division superintendents of schools by local school boards, to furnish to a local board, on request, from 5 to 10 eligibles. If no one is acceptable to the local board, then one or more additional lists shall be furnished (Ch. 180).

School Buildings.—Authorized bond issues for erection of schoolhouses and permitted bond issues for other improvements, including the purchase of school buildings or additions and the furnishing or equipping of same; and also including buildings for storage and repair of school buses (Ch. 180).

Amended the code prescribing restrictions on investments of the literary fund, to raise the permissible amount of loans from 85 to 100 percent of the cost of the schoolhouse and site upon which the loan is made (Ch. 337).

School Transportation.—Required school boards to equip school buses with heaters adequate to maintain an inside temperature of 50° F. when there is an outside temperature of 20° and the bus is loaded to one-half capacity (Ch. 155).

Authorized construction on school-bus routes, by counties and at their expense, shelters, platforms, or other structures for protection and comfort of school children (Ch. 240).

Required the use on school buses of such warning devices as are prescribed by the State Board of Education, to indicate when buses are stopped to take on or discharge children; and provided penalties for failure to comply (Ch. 396).

Nonresident Pupils.—Provided for the payment by the State Board of Education of the costs of educating children, not residents of a locality, placed in foster homes therein by any State or local agency (Ch. 24).

Negro Institutions.—Changed the name of the Virginia State School for Colored Deaf and Blind Children to Virginia State School at Newport News (Ch. 311).

Changed the name of the Virginia College for Negroes to Virginia State College, provided for nomination rather than selection of State students by division superintendent of schools, and omitted the former requirement of 2 years educational work by State students (Ch. 51).

Radio Education.—Directed the State Board of Education to make an educational and engineering study of the advisability of establishing a Statewide frequency modulation radio network for educational purposes, and to report its findings to the Governor and General Assembly as soon as possible (Ch. 329).

Voters Took Action

AMONG outstanding State educational measures approved by the people in the 1946 general election was the adoption of a constitutional amendment in California providing for a minimum annual salary of $2,400 for all regular teachers.

The people of California also voted to provide a higher level of State aid to local schools than ever before in the history of the State. They voted to provide $120 per pupil in average daily attendance in kindergarten, elementary, secondary, and technical schools. (Heretofore the State gave $90 for high schools and $80 for elementary schools.)

Michigan approved a measure in the November election which will return one-third of the sales-tax revenues to local government units and schools.

Several other States in the November election voted upon various measures, but a complete roundup is not available at this time.

Additional Information on Legislation

The following additional information is presented with regard to two important acts mentioned in former articles. Acts of the Seventy-ninth Congress relating to education were summarized by Dr. Ward W. Keesecker in a former issue of SCHOOL LIFE. (See October 1946, p. 8; and December 1946, pp. 3–5.)

Veterans' Educational Facilities Program

Public Law 697, which implements the Mead bill (S. 2085), assigns to the Commissioner of Education the responsibility for making findings of existing or impending shortages in nonprofit educational institutions of educational facilities, other than housing, required for the education or training of veterans under the GI bill. When needs are ascertained, the Federal Works Agency is authorized, at the request of the institution, to provide facilities from Federal surpluses which, in the determination of the War Assets Administration, are available for such use.

To discharge this responsibility, the U. S. Office of Education has set up a unit in the Division of Higher Education under the direction of Dr. Ernest V. Hollis. This unit consists of a small central staff in Washington for over-all supervision of the program, and one or more educational officers in each of the nine divisional offices of the Federal Works Agency.

Up to December 1946, U. S. Office of Education representatives had received 1140 Justifications of Need, and had

made 908 partial or complete Findings of Need. The Federal Works Agency had approved 544 applications, for which it had obligated 39 million dollars out of the 75 million appropriated for this purpose by the Congress.

Vocational Education

Public Law 586 (known as the George-Barden Act) is outstanding not only for the reason that it doubled the amount of funds authorized for vocational education by the George-Deen Act, but also for the reason that it substantially revised the provisions of that act.

The George-Barden act principally provides that the funds appropriated thereunder may be used for assisting the States and Territories, "for the purposes therein specified, in the maintenance of adequate programs of administration, supervision, and teacher-training; for salaries and necessary travel expenses of teachers, teacher-trainers, vocational counselors, supervisors and directors of vocational education and vocational guidance; for securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance; for training and work-experience training programs for out-of-school youths; for training programs for apprentices; for purchase or rent of equipment and supplies for vocational instruction: *Provided*, That all expenditures for the purposes as set forth in this section shall be made in accordance with the State plan for vocational education."

NEW FILM RESEARCH

AN EXPANDED PROGRAM of research in the selection, evaluation, and use of films for adults has been undertaken by the Institute of Adult Education of Teachers College, Columbia University. For the past year the Institute has published the *Film Forum Review*, devoted to the use of motion pictures in adult education.

The first films to be evaluated are in the fields of international relations, intergroup problems, and family life. An annotated guide to their use will be issued.

Health and Welfare Services for Children

by Katharine F. Lenroot, Chief, U. S. Children's Bureau, Social Security Administration, Federal Security Agency

TWENTY-TWO MILLION DOLLARS, or almost twice as much money as in previous years, is now available to the States for children's services under the Social Security program. With that money, health services can be provided for more mothers and children. More crippled children can have the care they need. More communities can have child-welfare services.

Last summer that 22 million dollars seemed like a good part of all the money in the world to those responsible for these services. Now, however, that appropriation which for a short time seemed so large is being drawn into a truer perspective. It is being measured not against what was previously available, but against the needs of the children of this country—all the children.

So measured, the "new money" can only be regarded as an earnest of what will some day be done, but even so it represents the greatest step forward on behalf of the health and welfare of the Nation's children since the Social Security Act itself was passed in 1935.

States Enabled To Break Ground

Then, for the first time, Federal funds were made available to all the States to assist them in developing health and welfare services for children. The amount appropriated was small—in the beginning less than 10 million dollars for the three services: Maternal and child health; crippled children's; and child welfare. It was enough, though, to enable the States to break ground.

These three programs are administered by State agencies under plans approved by the Children's Bureau. With the money thus made available, the States each year got help to many thousands of mothers and children. Prenatal clinics were established, and also centers to which mothers could bring young children for periodic health examinations and advice. Clinics were held to which crippled children were brought for examination, and arrangements were made for their care and treatment. Some money, too, was available for the health examination of school children. Public-health nurses were employed to work in the clinics and in the homes. Many of these health services had been practically unknown in many communities until they were helped into existence by the Social Security program.

At the same time this health work was being so steadily advanced, child-welfare services were being established, particularly in rural areas. Outside of the large metropolitan centers child-welfare workers were scarce indeed a decade ago. Today, full-time child-welfare workers, paid from public funds, are at work in one-sixth of the counties—a record that is poor indeed until it is realized that at no time previously has more than $1,510,000 a year of Federal money been available to help States and communities with this work.

Modus Operandi Established

Tens of thousands of boys and girls are today being aided through these health and welfare services; but, in getting help to them, the need of other tens of thousands has been uncovered. As a consequence, the Nation today has a far better idea of what needs to be done than it had when this great work for children was first undertaken. It not only knows more about the need; it knows more about how that need can be met, for the *modus operandi* among the Federal Government, the States, the communities — and the children — has been successfully established.

We know, for instance, about the thousands of mothers who lack professional care of any sort when their babies are born—the nearly 200,000 mothers each year who are attended only by a midwife; and we know about the thou-

sands who have their babies with only a minimum of care—a doctor's visit at the time of the delivery. Many babies are dying needlessly and many are going through life handicapped because they do not have good care. We know, too, how far short we fall in taking care of the health of our school children.

In recent years, under the crippled children's program, approximately 100,000 boys and girls have been aided annually. That is a record to be proud of until it is placed against the count of those children who are not getting care.

"We are sorry," the State agencies tell the parents when they seek help, "but we are not as yet able to take care of children like yours."

"But, my child is crippled, too," the parents plead, and still the answer must come back, "We are sorry!"

Sometimes the kind of help a child needs is simply not available; more often, however, the reason is that funds are lacking to pay for care. At one count, 20,000 crippled children were known to State agencies to be in need of care and eligible under the program, but they were not getting help. "When you cannot take care of all, you take care of the most urgent," the States say as they make the hard choice.

The need of children who are in difficulty—the need that can be met through the help of a skilled child-welfare worker—is likewise great. We simply do not know what is happening to many of these children.

We do know, though, that many homes have been broken these last few years, homes in which there were young children, and the child of a broken home is more likely than others to be neglected and mistreated.

We know that many children are living under conditions that lead to delinquency, and little is being done to protect them. We know that each year some 250,000 children come into juvenile courts. We do not know very much about who those children are, the nature of their offense, if any, or what is done about their problems.

We do not know how many dependent children are being cared for in institutions; how many in foster homes. We have no complete count of the number adopted nor the number under guardianship; nor do we know much about how well either group is protected.

We know that several million mothers with young children are working away from home. We do not know what provisions, if any, have been made for the care of their children. We only know that day-care centers are provided for but a few. We hear of other children who are being "parked" in the movies so that their mothers will at least know where they are.

We know that each year some 5,000 children enter institutions for mental defectives, but we know little about what is being done for them. We know, though, that many who should be getting institutional care are not receiving it, because there is no room for them; but we also know that many are in institutions who need care of an entirely different sort. We hear, too, of still other children in these institutions who are there because of a physical handicap that makes them appear dull or stupid—children who are hard-of-hearing or whose speech is defective, and children suffering from cerebral palsy.

There are, too, large numbers of children with emotional difficulties that could be straightened out if the help of a skilled psychiatrist, psychologist, or psychiatric social-worker were available for them and their parents. If there were someone to listen to their troubles now, how much trouble could be saved later! One out of every 20 of today's children can be expected to spend some part of his lifetime in a mental institution, and among this number are many whose mental illness will be traceable to a childhood difficulty that was left unsolved.

Millions Shrink Against the Need

So the 22 million dollars for health and welfare services for children shrinks rapidly when measured against the national need. Nevertheless, it is a considerable amount, and it is enabling the States to get help to many more children than was ever before possible. Work that has been long delayed is getting underway. And, very importantly, there is money now for training the personnel who are so badly needed. In many instances the lack of personnel is holding back the development of programs for which funds would otherwise be available.

The situation in regard to getting care to children with cerebral palsy is an outstanding instance of why much of this money must be used for training purposes. Little can be done for these children until doctors, nurses, physical therapists, and others are specially trained, and it will take several years to train even a few teams. Similarly, the establishment of mental hygiene services for children must wait upon the training of personnel; the first job is to train a teaching staff.

Shortages are so great in practically all phases of the work done under all three programs that a good part of the increased appropriation for years to come will have to be used for training personnel. Meanwhile, the States are using the major portion of the "new money" to cut into the backlog of need, that is, in an expansion of services of the kind already developed.

Under the maternal and child-health program, State health departments are pressing toward the goal of making health services available to all pregnant women and to all children in every county. An effort will be made, too, to reach more school children through school health programs, and to see that regular examinations are followed up by treatment. All too often, as teachers know, little or nothing is done about health defects discovered in routine school examinations.

Similarly, State crippled children's agencies will use their increased funds to get care to children on their waiting lists. At the same time the agencies are trying, insofar as funds and staff will permit, to expand their programs to take in other large groups of children who so far have not been reached. Some States, for instance, will expand their rheumatic fever programs; others will get programs started. More programs for the care of children with hearing difficulties will be initiated or expanded. A few States are ready to establish services for children with epilepsy. Other States will attempt to do something more for those with cerebral palsy.

The story is much the same for the States' child-welfare agencies. The largest part of the increased appropriation will be used to get child-welfare services in the counties now lacking

them. Before that can be done, however, many additional workers will have to be trained.

Demonstration Projects

Thus the 22 million dollars is being stretched far in the attempt to take care of the most pressing needs. At the same time, a portion of the Federal fund is being set aside, under all three programs, for what are called demonstration projects, through which all may learn how a problem can best be dealt with. For instance, maternal and child health funds are to be used to improve facilities in the hospital at Tuskegee Institute, in Alabama, and to provide more and better care for Negro mothers and children in that area. The problem being tackled is how to get good maternity care to women in sparsely settled rural areas.

Another demonstration project is being set up at the University of Washington. Its purpose is to make good care available to the children of the University's student veterans. At the same time, the project will serve as a much-needed training center for personnel in the pediatric field.

Through these and other out-of-the ordinary undertakings, ground is being explored in anticipation of that day when these children's services will be expanded, not two-fold—as is now the case—but many fold, so that they will be within reach of all children everywhere in the country.

Thus, in the name of the children, one step forward has been taken. In the nature of such undertakings, it will make necessary and make possible an advance all along the line toward the common goal—a better life not only for all the children, but for all the people. The children who are to get this better care today are the men and women who will push forward for still larger gains tomorrow.

LIBRARY SERVICES

Higher Education Library Statistics

Plans in the U. S. Office of Education call for a Nation-wide collection of basic library statistics, covering the academic year, 1946–47, from institutions of higher education located in the United States and its outlying parts. Representing a cooperative project of the Research and Statistical Service, the Division of Higher Education, and the Service to Libraries section of the Office of Education, this collection of college and university library statistics will be the fifth in a new series of comprehensive library surveys begun in 1938–39 by the Office. The last major collection of library data from institutions of higher education covered the academic year 1939–40, and included statistics from universities and colleges, professional and technological schools, teachers colleges, normal schools, and junior colleges.

The responsibility of the Office of Education for the collection and publication of library data from higher educational institutions is not new. Since 1870, the Office has periodically collected basic statistics from selected college and university libraries, along with similar data from public, society, and school libraries. At least 10 such major compilations of library statistics were published in various form by the Office between 1870 and 1930. In addition, the biennial reports from institutions of higher education to the Office of Education commonly have included data on total library operating expenditures.

Since 1938, the statistical program of the Office of Education has provided for a series of periodic studies of public, school, and special libraries, as well as college and university libraries. Carrying into effect this new cyclical program, necessarily limited during the war, the Office has published *Public Library Statistics, 1938–39* (Bulletin 1942, No. 4); *College and University Library Statistics, 1939–40* (Biennial Survey of Education, 1938–40, vol. II, ch. VI); and *Statistics of Public School Libraries, 1941–42* (Biennial Surveys of Education in the United States, 1938–40 and 1940–42, vol. II, ch. VIII).

Tabulations of public library statistics for the fiscal year ended in 1945, collected in a recent Nation-wide survey, are nearing completion, and a preliminary compilation of "Statistics of Public Library Systems in Cities of 100,000 Population or More, 1944–45," has been published by the Office of Education as *Statistical Circular* (SRS–30.3–106, October 1946).

County-Wide Service

Alert to their mutual need of adequate library service, the small schools of Comanche County, Tex., have organized a county-wide free public library service, according to a recent announcement in *Texas Libraries*, a monthly publication of the Texas State Library.

During the present school year, the salary of a full-time librarian is being paid by contributions from the schools. The State Department of Education, however, is counted on to make an allowance in the various school budgets for the development of more adequate library service. For continued improvement of the new public library service, the Texas State Library indicates that additional financial assistance will be needed from county, city, or private sources.

Visual Materials Aid

Teachers and school librarians will find an aid to their selection of visual materials in a special October 1946 issue of *Subscription Books Bulletin*, a quarterly publication of the American Library Association.

Devoted to the library's picture collection, this special issue stresses flat pictures and charts, available even to small schools and libraries. It evaluates 26 specific chart, poster, and picture series and includes a current list of 53 other sources of worthwhile free or inexpensive material.

This special October issue of *Subscription Books Bulletin* is announced as available at 50 cents per copy from the American Library Association, 50 East Huron Street, Chicago 11, Ill. Regular quarterly issues of the *Bulletin* evaluate subscription books, encyclopedias, and other reference books for librarians, teachers, and book buyers.

Standards Revised

The Library committee of the Southern Association of Colleges and Sec-

ondary Schools met in Nashville, Tenn., November 19–26, 1946, to consider revision of standards for training in school library service and to develop curricula for training school librarians. There were approximately 30 librarians in attendance. The group was organized into 3 working committees as follows: Administration of School Libraries and Organization of Materials, Sara M. Krentzman, chairman; Books and Related Materials for Children and Young People, Mary P. Douglas, chairman; and Library Practice, Fannie Schmitt, chairman. Syllabi were developed and standards revised to become effective at the beginning of the school year, 1948–49.

Microfilm Directory

The Special Libraries Association announced recently the publication of a revised edition of its *Directory of Microfilm Services*, compiled by Jurgen G. Raymond, chairman of the association's committee on microfilming and documentation.

This 52-page, planographed directory includes a geographical list of microfilm services, with information on ordering, costs, copyright, and terminology. The S. L. A. states that the directory has been compiled primarily for the use of public, college, university, and special libraries, but is intended also to assist research workers, writers, business men, and other users of microfilm.

The Directory of Microfilm Services is announced as available at a list price of $1.50, from the Special Libraries Association, 31 East Tenth Street, New York 3, N. Y.

Library Beneficiaries

The well-known interest of the late Andrew Carnegie in the establishment and promotion of library service is reflected in the appropriations of the Carnegie Corporation of New York, as listed in its *Annual Report, 1946*.

Among its library beneficiaries in the United States during the fiscal year ended September 30, 1946, the Carnegie Corporation assisted the American Library Association and the Graduate Library School, University of Chicago. In the British commonwealth, the Corporation aided with library grants the Canadian Library Council; Central Library in the West Indies; Newfoundland Public Libraries Board; Nova Scotia Regional Libraries Commission; Canterbury University College and the University of Otago, New Zealand. The Corporation's annual report indicates also its support of a library development program in West Africa.

UNESCO Elects First Director-General

DELEGATES to the historic first general conference of UNESCO, held in Paris, November 19 to December 10, 1946, elected Dr. Julian Huxley, distinguished British biologist, the first director-general of the organization. Although Dr. Huxley's appointment came only after a determined attempt by the United States delegation to secure favorable consideration for the official United States candidate, the selection of Dr. Huxley was finally made with the support of most members of the executive committee.

The new director-general of UNESCO started his educational career as a teacher of zoology in his alma mater, Balliol College, Oxford University, but he has also been one of the best-known writers on scientific subjects during the last 25 years. He taught zoology at Rice Institute, Houston, Tex., from 1912 to 1916, and at King's College, University of London, 1926 to 1935. He has also had extensive experience in the production of instructional films and in service on scientific and educational commissions.

Although Dr. Huxley was elected for only a 2-year term instead of for the 6-year term which had been originally contemplated for the new director-general, he will undoubtedly exercise a great influence over the program of the organization for many years to come. The constitution provides for an executive committee of 18 members, but in view of the widespread geographical distribution of membership on this committee it is probable that it will not hold frequent sessions. The director-general will therefore be the chief guiding force for the organization between general conferences.

The work of the general conference in approving a program for UNESCO was carried on with commendable effectiveness. The conference organized its proposed program around the general principles that each activity should contribute to peace and security, that the activities of the organization should be significantly related to one another, and that projects should be practicable of operation within the budget of a little more than 7½ million dollars.

UNESCO is now a legal and organizational fact. It remains for the educators, scientists, and cultural leaders of the United Nations to make the organization an educational, scientific, and cultural fact by giving unstinted support to the new director-general and his secretariat.

GETTYSBURG ADDRESS ON PERMANENT DISPLAY

THE original draft of Lincoln's *Gettysburg Address*, together with the copy believed to be the one from which he read his famed dedication, is on display in the Library of Congress, as part of the permanent exhibit of Lincoln Memorabilia.

According to the Library, work on the original draft of the address was begun in Washington on Executive Mansion stationery and was corrected and completed in lead pencil at the home of David Wills, in Gettysburg, where Lincoln spent the night of November 18, 1863. The reading copy, which shows a number of word changes and revisions in punctuation, was presumably written on the following morning between breakfast and the start for the cemetery grounds.

Five known copies of the address in Lincoln's handwriting exist. The first and second copies exhibited in the Library of Congress were given by President Lincoln to his secretary, John Hay. In 1916, Hay's children presented them to the Government and they have remained in the Library since that time. The third copy was written for Edward Everett, and the fourth and fifth were written for sale at the Soldiers' and Sailors' Fair in Baltimore, April 1864.

A Healthful School Day For the Elementary School Child

This article is one in a series on Health Education for the Elementary School, contributed by Helen M. Manley, Health Instruction and Physical Education.

HEALTH is a way of living. The child must fit into the rules of living and grow as a whole, as an individual—separate from all other human beings, yet harmoniously side by side with all mankind. The whole-child doctrine can only mean that physical defects, adenoids, weak muscles, emotional handicaps, fears, and strains are all in the classroom.

Growth is the business of childhood; helping to guide this growth into an integrated personality is the opportunity of all those who touch the lives of children. Those who know children realize that their learning takes place with or without planning, and that all learning is not growth in the best sense. Children must, therefore, be protected from conditions that produce the wrong kind of learning. In setting up standards for a healthy school day, all deterrents to any child's best development should be considered and if possible, omitted; and the catalysts for complete integration should be added.

A happy school day is a healthy day. When a child is happy his eyes are bright, his step light, his food digests, he plays better, he works better. Happiness in a school day means the day is satisfying. Each child feels that he is important to the school, that he belongs. He accomplishes something; he is comfortable because there is friendliness about him. He is not rushed, but he does not dawdle. He has some choices, and a great deal of active participation.

For example, John entered a new school; he dreaded starting that morning. Mother wanted to come along, but—after all—he was in the fifth grade and wasn't "a sissy." He had a wonderful day. Miss M——— knew all about him; didn't ask him about his father—he had deserted his family—or any silly question. She helped him in his arithmetic work; they didn't do it that way in his other school. Jimmie, the big guy who was a school patrol boy, took him to the cafeteria; then, best of all, he got to pitch on the softball team. He did pretty well, too. He could hardly wait for tomorrow.

Mary, aged nine, was happy, too, although in another school the story might have been different. Everything seemed to go wrong that morning. Mother left for work. Mary had some errands—so she had no time for breakfast. The clerk waited on her last, and she was a bit late for school. Then just as she was finishing her poster, Jerry spilled water on it. Miss C——— didn't scold her for being late, and—without letting the other children know—sent her to the cafeteria for a good breakfast. She started a new poster, and Miss C——— thought her idea for it was much better than the old one. Mary was happy.

Dorothea, aged 6, was a victim of polio. She had a bad limp and had to hold the chalk differently from the other children, but she was happy. She played all the games with the other children; Miss K——— let her help judge the races. The music supervisor had asked her to sing alone, and Miss K——— always arranged for her to go to the physiotherapist when the class was doing something uninteresting—in reality something that Dorothea couldn't yet do. She had a little cot of her own; it was such fun lying there hearing soft music just before you closed your eyes. She was never so tired at night that she couldn't eat her dinner, as she was when she spent the day at Aunt Louise's. She liked school very much.

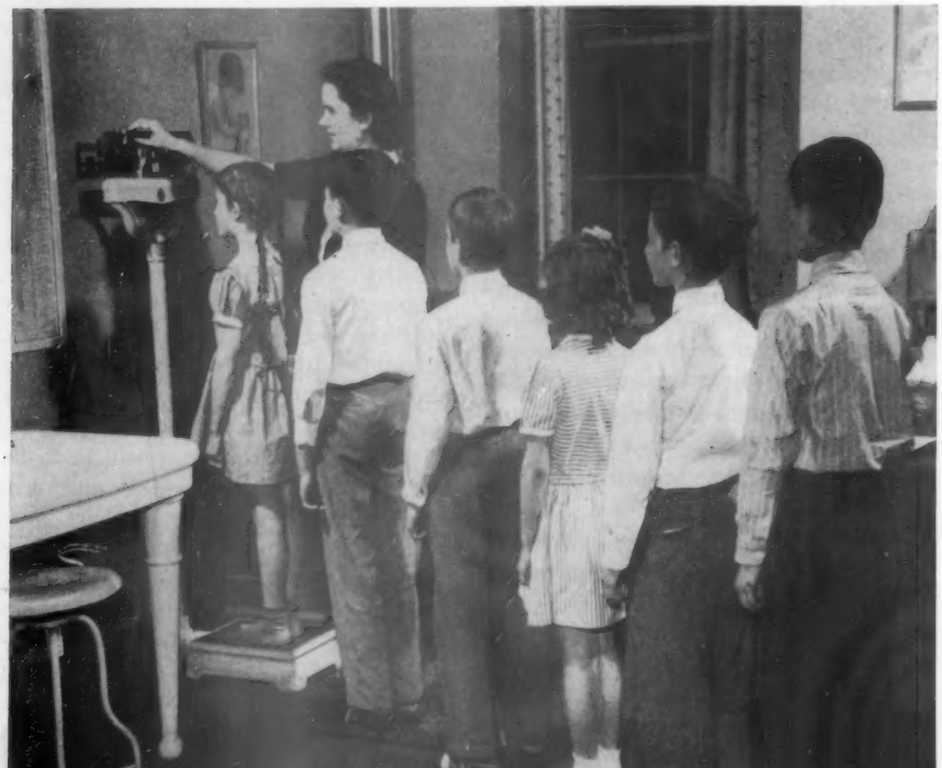
These children are in a school where the school program is flexible; where administration practices as well as talks democracy, where policies are established for the good of children and are abolished when they no longer benefit children. The administrators know that a healthy school day means a healthy teacher, one who is happy, knows what is expected of her in her position and how to do it. Health is infectious; if the teacher feels secure and free from fear, she can impart joy and freedom from fear to the children. Plans are made in this school to make Miss C———, Miss M———, and Miss K——— healthy, happy teachers.

There is a program of orientation for the new teachers in the school system. Each one is introduced to the teachers with whom she works; they have writ-

Dental examination of pre-kindergarten child. Her mother is present to keep informed of all needs.



ten to her before she arrives. They help her find a desirable place to live and make her acquainted with the people and places in the community. Her social and home life is thought important. At school they have concern that she has the things she needs, materials as good or better than theirs, not the dark room, the problem children, and the least desirable teaching load. The policies and philosophy are carefully explained to her. She is shown around the building and taken to meetings of groups unfamiliar to her. Her supervisors are kind and helpful; they regard her as a living person, not just a staff member.



Teacher weighs and measures her fourth graders at regular intervals—a "must" for up-to-date records.

One teacher with poor educational background in music entered the school just described. At X———, the town she came from, another teacher taught the music. She was a temporarily certificated teacher and needed to acquire extension credits. This school system helped her with her problems. Individual and small group meetings, teaching demonstrations of things that troubled her, arrangements for extension work in that school system dissolved her problems and turned worry into accomplishment. A group of the teachers did finger painting some afternoons; another played singing games and later learned square dances. This was fun; it gave her a camaraderie with the teachers of other schools and she acquired useful skills and materials.

The visiting teacher and the school nurse helped her to know the children. When visiting parents, she knew about the child's family without asking the child. She could talk about his hobby or his older brother.

This teacher felt secure because she could hold her head up in the community. She was receiving a salary commensurate with other professional workers having the same years of training. Her social and moral responsibilities were her own. She knew that as long as she taught well she would have her job; she had tenure, retirement, health insurance.

Although the personality of the teacher is one of the most important factors in the healthy school day, it cannot suffice alone. The entire atmosphere of the school must be free from nagging, sarcasm, and other forms of emotional instability. The strain of over-emphasis on grades, tests, and awards should be obliterated, and group cooperation should be stressed more than an individual's competition against his classmates. The curriculum—the what, when, how, and why of teaching—is vital in planning a school day for children.[1]

If each child is to enjoy a healthy school day, he must have the opportunity to develop his personality to its optimum. A child with remediable defects is being cheated of this opportunity. Perhaps he can't see or hear adequately; his speech may be unintelligible, so that the other children laugh at him. Maybe he has been absent 6 weeks with whooping cough and doesn't understand what is going on. Illustrations of this sort bring us to the area of health education usually called "health service." Through a health counseling service which involves the cooperation of the teacher, parent, nurse, visiting teacher, dentist, and any others who know the child, his health needs and problems are discovered. Then all community resources and other possible channels are used to protect each child and to correct his remediable defects. The health service in the school will include such things as are listed below:

1. *Cumulative Records.*—Each student will have filed in his room a complete up-to-date health record.

2. *Teacher Inspection or Observation.*—The teacher, who is with the child daily and should know him well, is the key person to observe changes which might indicate on-coming illnesses. She is in an admirable spot to check for such indicants of health as growth, appetite, posture, colds, teeth, usual vim, disposition, attendance.

3. *Examinations.*—Examinations should begin at regular intervals, or on the advice of the health counselors. The areas of these examinations should be: (a) Psychological; (b) medical; (c) dental.

4. *Follow-Up of Examinations and Interpretations to Child, Parent, Teacher.*—This will again require cooperation of all people and agencies interested in child welfare.

5. *First Aid and Emergency Care.*—Each school should have facilities to care for children injured or suddenly

[1] *See* January 1947, SCHOOL LIFE, p. 5, for article concerning the curriculum.

ill. A policy for notifying the parent and getting the children home is also assuring to the child and the parents.

6. *Prevention and Control of Communicable Disease.*[2]—"The school's chief responsibilities in the control of communicable diseases are: To encourage parents to make full use of all available preventive measures; to see that sick children do not come to school; to arrange to return home children who become sick while at school; and to protect students as far as possible from exposure to communicable diseases." It is obvious that these measures require the cooperation of the schools, public health, parents, and adult education.

A healthy school day for each child is a synchronization of all factors of everyday living into an environment which will enable him to move toward his inner capabilities. Such an environment has all the positive physical characteristics required for good animal growth; and it has the serenity, stability, and social relationships to insure mental and emotional maturity and intellectual challenge.

EDUCATIONAL CONFERENCE TO MEET

A CONFERENCE to stimulate action in improving education throughout the South will be held in Atlanta, April 10 and 11, according to Homer M. Pace, president of the Southern Association of Science and Industry.

The SASI-sponsored gathering will be a meeting ground for businessmen, industrialists, political leaders, and educators to draw up plans for improving southern educational standards and facilities.

Thomas C. Boushall of Richmond, Va., who has served as chairman of the Committee on Education of the U. S. Chamber of Commerce, and of the Citizens' Federal Committee on Education, U. S. Office of Education, will also serve as chairman to the SASI group.

The conference is scheduled for Easter week, to enable southern colleges and universities—which will then be on vacation—to send delegations to Atlanta.

[2] *Suggested School Health Policies.* Health Education Council, 1945. p. 21.

ELEMENTARY EDUCATION

Elementary Science

THE 46TH YEARBOOK of the National Society for the Study of Education will be presented at the Atlantic City meeting of the American Association of School Administrators in March. This yearbook is concerned with the teaching of science at all levels of education and will consequently be of special interest to those who teach science or share responsibility for its teaching. A substantial section of the yearbook is devoted to the problems of teaching science in the elementary school.

Since large numbers of science educators are expected to attend the conference in Atlantic City, the National Council on Elementary Science will reorganize and reestablish itself at a meeting whose place and time will be announced shortly. This organization, inactive during the war years, is now planning an active program to meet the increased emphasis on science teaching in the elementary school.

The National Council on Elementary Science will also hold a regional meeting on March 22 at the Hotel Sherman in Chicago, immediately preceding the annual meeting of the Association for Supervision and Curriculum Development of the National Education Association.

Teaching Nutrition in Rural Schools

TEACHERS of ungraded small town and rural schools in the vicinity of the Minnesota State Teachers College at Mankato are developing programs in health and nutrition in connection with the regular curriculum. This activity parallels the nutrition program of the 1946 summer workshop at the college. The workshop program, according to Willa Vaughn Tinsley, assistant director, was centered around three projects in the demonstration school, all integrated with arithmetic, reading, and the other traditional subjects. These projects were: Planting and caring for a school garden; planning, preparing, and serving school lunches; and experimenting with the feeding of animals. Other activities connected with the work included assembling materials for use in schools this year, several 1-day teachers' institutes in connection with the workshop, a health forum which brought together community and State agencies available to teachers for assistance in school and community health programs, meetings with parents, and an administrators' institute.

National Council of Teachers of English

THE ELEMENTARY DIVISION of the Office of Education was represented at the annual meeting of the National Council of Teachers of English held in Atlantic City late in November. A member of the staff is serving on the Curriculum Commission of the Council with special responsibilities in the field of reading and literature in intermediate grades. At the present time, the plans of the Curriculum Commission have taken the form of four vertical committees extending from the level representing children below 6 through the college and adult levels in the following four fields: Reading and literature, speaking, writing, and listening.

Cutting across each of these vertical groups are horizontal committees labeled as follows: Preschool and kindergarten, primary, intermediate grade, junior high school (grades 7–9), senior high school (grades 10–12), first 2 years of college, senior college-graduate school, and adult education.

The purpose of this form of organization is to provide for continuity in the program. A director and associate directors are responsible for integrating the total program.

Association for Childhood Education

MAJOR ITEMS on the agenda of the Association for Childhood Education's National Board meeting in Washington, D. C., November 27–30, included program plans for the associa-

tion's annual meeting and a compilation of proposals for the "Plan of Action for 1947–49," received from the 480 branch organizations of the association, in answer to the question, *What are the needs of teachers and of children that we should be working for unitedly in 1947–49?* This plan of action will be discussed and acted upon at the spring meeting.

The association's annual meeting will be held in Oklahoma City, April 7–11, and will be open to all persons interested. For the first time since the war there will be no limitations placed upon attendance and the National Board expects a wide representation from all parts of the country, especially from the Southwest region in which the meeting is being held. Preconvention registration may be made through the Washington headquarters. Hostesses for the meeting are the association's branch organizations of Oklahoma City, Tulsa, and the State of Oklahoma.

Special consideration will be given during the annual meeting to the proposed contents of the official journal, *Childhood Education*, for 1947–48. Aside from the sessions of general interest to all members, the interest and study groups will feature the four age levels within the elementary school—nursery school, kindergarten, primary, and upper grades—to which the association gives special attention in both discussions and in its program of teachers' bulletins.

Surveys of School Legislative Needs

THE 1946 LEGISLATURES of California and Louisiana authorized and appropriated funds for special studies of State school needs, to be conducted by committees composed of representatives of their legislative bodies.

The California Joint Commission on Preschool and Primary Training is charged with responsibility for determining the needs for a long-range educational program for young children as a permanent function of the school system of the State. The study includes all facts relating to the need for early school training, the relative advantages and disadvantages of the different forms of such education—as expressed by the terms, "nursery school," "kindergarten," "child care," and "primary classes", and their relative costs. Results of the study are to be reported at the next session of the California Legislature, with recommendation for needed legislation.

A Special Educational Committee for Louisiana is studying the needs and necessities for improvement of all schools of the State from kindergartens through the universities. This Committee's report will also be presented at the coming session of that State's legislature.

Child-Care Programs

IN NINE large cities child-care programs are being operated for children of working mothers or for parents who for various reasons require group care for their children. Communities which have carried forward child-care centers started during the war emergency are: New York, Chicago, Philadelphia, Detroit, Los Angeles, San Francisco, Denver, District of Columbia, and Baltimore. These services, financed with the assistance of Federal funds under the Lanham Act until February 28, 1946, are now supported by community and—in some instances—State funds. The New York and California Legislatures appropriated funds to continue these services for a year, until further study of the need for such programs as a part of permanent programs could be made.

Education and welfare agencies share responsibility for the child-care programs which are continuing. In all but two cities, school buildings are used to provide housing facilities, and in several communities the board of education furnishes supervision for the program. Support for the services is derived from parents' fees, funds from city councils, State appropriations, and private contributions. In some communities where public funds were not available, interested parent and citizen groups have acted as the sponsoring agency.

The Federal Government made a sizable investment in child-care services to protect children whose parents were needed for the war effort. Funds allotted under the Lanham Act for extended school services for the entire emergency totalled approximately $52,750,672.

Silver Anniversary

THE NATIONAL SOCIETY for Crippled Children and Adults, Inc., at its meeting in Chicago, December 9, 10, and 11, celebrated its Silver Anniversary with a program that considered the educational, recreational, and medical needs of the handicapped. Emphasis was placed upon the value of normal opportunities for the handicapped, with movies depicting varied programs in operation. Vocational rehabilitation, convalescent care, and hospital service were also discussed, while cerebral palsy was the topic for one entire day.

The Society presented as guest speaker at its banquet session Dr. Reuben G. Gustavson, Chancellor of the University of Nebraska, whose topic was "Atomic Energy for a New World." Dr. Gustavson, who participated in the atom bomb research at the University of Chicago during the war, presented the constructive uses of atomic energy for peace.

NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION

THE RECENT MEETING of the National Council on Schoolhouse Construction, held in Jackson, Miss., was devoted primarily to discussions and revisions of *Guide for Planning School Plants*, manuscript of which had been submitted by the Standards Committee. The new Guide will consist of objectives and principles of planning rather than specific standards and directions. It will deal with the *What* and the *Why* of planning, leaving the *How* to State regulations and to local determination by educators and architects. *Guide for Planning School Plants* will be available in February from the Council's Secretary, S. P. Clemons, State Department of Education, Tallahassee, Fla.

The National Council on Schoolhouse Construction has for 20 years had wide influence on the planning of school facilities throughout the country. Its new publication is evidence of its continuing leadership in this important field. The Guide will stimulate and set the goals for a high level of planning for an anticipated 5-year, 3-billion-dollar construction program of educational plant facilities.

Officers Elected

The officers and principal committees of the Council for the ensuing year are as follows:

Officers.—President, Wilfred F. Clapp, chief, School Plant Division, State Department of Public Instruction, Lansing, Mich.; vice president, Frank Williams, director, Division of Schoolhouse Planning, State Department of Public Instruction, Oklahoma City, Okla.; and secretary-treasurer, S. P. Clemons, supervisor, School Plant and Transportation Service, State Department of Education, Tallahassee, Fla.

Executive Committee.—Charles Bursch (chairman), chief, Division of Schoolhouse Planning, State Department of Education, Sacramento, Calif.; C. E. Laborde, supervisor, School Plants and Transportation, State Department of Education, Baton Rouge, La.; H. L. Smith, consultant, State Department of Education, Indianapolis, Ind.; and H. C. Headden, director, Division of Schoolhouse Planning and Transportation, State Department of Education, Nashville, Tenn.

Standards Committee.—Ray L. Hamon (chairman), chief, School Housing, U. S. Office of Education, Washington, D. C.; Charles Bursch, chief, Division of Schoolhouse Planning, State Department of Education, Sacramento, Calif.; W. G. Eckles, director of School Building Service, State Department of Education, Jackson, Miss.; Wilfred F. Clapp, chief, School Plant Division, State Department of Public Instruction, Lansing, Mich.; Don L. Essex, director, Division of Buildings and Grounds, State Education Department, Albany, N. Y.; and H. C. Headden, director, Division of Schoolhouse Planning and Transportation, State Department of Education, Nashville, Tenn.

WHAT'S NEWS FOR GEOGRAPHY

THE geographic school bulletins are available to teachers and students again this year from the National Geographic Society, Washington, D. C. The purpose of the bulletins is to help the youth of America to understand geographic factors involved in the war and in the civilian problems that now touch their lives.

SECONDARY EDUCATION

Revision of Accrediting Standards

THE MIDDLE STATES ASSOCIATION of Colleges and Secondary Schools adopted revised standards for the accrediting of secondary schools at its meeting in November 1946. The North Central Association of Colleges and Secondary Schools is now assembling the votes of its member schools on revised standards which have been proposed; the results of the NCA vote will not be known before the annual meeting in March 1947.

The revisions of both associations look toward more flexibility in standards and an appropriate emphasis upon both the quantitative and the qualitative aspects of appraisal. The influence of the findings of the Cooperative Study of Secondary School Standards is reflected in the revisions; this might be expected since both associations have been active in initiating and promoting the Cooperative Study and its work.

There are four parts to the proposed statement on accrediting in the North Central Association, namely, guiding principles, policies, regulations, and criteria. The guiding principles, as the title implies, contain suggestions which will be found helpful in the evaluation of schools for accrediting; the policies lay down certain specific conditions governing accrediting of schools—for example, the conditions under which an accredited school may be warned or dropped by the association; the regulations give the minima for accrediting, the levels below which schools may not drop and still be considered good schools; the criteria aim at establishing standards of excellence which good schools may keep before them in their efforts to become better schools.

The revised standards for secondary schools, as adopted by the Middle States Association of Colleges and Secondary Schools on November 30, 1946, follow.

I. The School's Philosophy

Standard One.—It is essential for each secondary school to have a carefully formulated educational philosophy. This philosophy should be concerned with the full development of human personality in harmony with the spirit and principles of American democracy. Within the limits of this ideal, each school should be free to determine its own philosophy. This philosophy should be made explicit in a statement of definite objectives, determined by the needs and demands of youth and community.

II. The Educational Program

A. Program of Studies

Standard Two.—Each school should offer a carefully planned program of studies, consistent with its stated philosophy and objectives. This program should provide for the experiences necessary to the development of the whole personality of each individual. The planning of this program should be a continuous cooperative enterprise of all staff members, guided by competent leadership. Use should be made of all available resources, including the advice of professional and other agencies. The program should be designed to suggest appropriate objectives, means of attainment, and methods of appraisal.

B. Pupil Activity Program

Standard Three.—Each school should provide an activity program which will encourage pupil participation in contemporary life experiences, within and without the school, so that desirable social traits and behavior patterns may be developed. Pupils should share increasingly in responsibility for the selection, organization, and appraisal of the activity program and its outcomes. Abundant opportunity should be provided for exercising and appraising leadership, and for discovering and cultivating interests and developing latent talents. Continued efforts should be made to coordinate the pupil activity program with the other phases of the educational program.

C. Guidance Service

Standard Four.—Each school should have an organized and coordinated guidance service to aid pupils in meeting educational, vocational, health,

moral, social, civic, and personal problems. While such a program should provide the services of qualified counselors, each staff member should share the responsibility for both formal and informal guidance.

III. The Library

Standard Five.—Each school should have a library which is the center for resource material for every aspect of the school program. There should be a professionally competent staff, and an adequate collection of books, periodicals, auditory and visual aids, and other resource material. These facilities should be effectively used in the functioning of the educational program.

IV. The School Staff

Standard Six.—Each school should have a professional staff, well-qualified in health, personality, and character, and competent in various fields of educational and related services. Staff members should have a sympathetic understanding of youth and a desire to continue professional growth. The staff should be adequate in number and adequately paid. It should be a cooperating group, motivated by common ideals, working together to attain the objectives of the school. In addition, each school should have a suitable number of employees for nonprofessional services.

V. School Plant

Standard Seven.—The school plant should be in harmony with the philosophy of the school and be suited to the attainment of its objectives. It should include ample and attractive grounds and be pleasing in design. It should assure the health and safety of its occupants, and be economical in operation and maintenance.

VI. Administration

Standard Eight.—The principal or headmaster, although accountable to higher authorities, should be the responsible head and professional leader of the school in every respect. He should interpret to his board of control and to his constituency the place of the school in the life of the community. The board of control should be responsible for the determination of policy and for the approval of appointments and expenditures. Under no circumstances should the board perform the functions of the educational administrator.

VII. School and Community Relations

Standard Nine.—School and community relations are of major importance in the development of a good secondary school. An appropriate program for promoting effective relations between the school and its community should be maintained and constantly improved.

Measurement in Junior High Schools

Over a period of years, the Philadelphia schools have developed methods of using test results in the junior high school program which promise good results. The important points of this development are summarized as follows: (1) The cumulative record is continuous throughout the 12 years of schooling. This record, by the time it reaches the junior high school gives definite growth curves in physical, educational, and mental traits. (2) A type of test scores makes comparisons of growth at the junior high school level easy. For this purpose *relative* scores are used, which is a score tied to a standard seventh grade Philadelphia population. (3) The type of cooperation of teachers, counselors, and pupils in the recording and using of test results is noteworthy.

Pupils prepare their own diagnostic profiles for tests of achievement. They construct profiles of their aptitudes and interests as a part of a self-appraisal guidance program. Home-room teachers pass on to subject teachers the test scores that are of particular significance to them. Thus, scores in reading tests are directed to the attention of teachers of social studies as well as to teachers of mathematics, science, and practical arts. Scores in mathematics and spatial relations are sent to teachers of mathematics, science, and practical arts. The Division of Educational Research develops distributions of scores for schools on the basis of which schools may develop remedial reading programs.

WAR MEMORIALS IN PUBLIC SCHOOLS

IN NEW YORK CITY, according to a circular from the Superintendent of Schools, an advisory committee on war memorials in public schools has made a list of suggestions to assist schools and communities in honoring those who served in the war. Some guiding principles given include the following thoughts:

A war memorial must have permanence, aesthetic value, patriotic appeal, and inspirational stimulus. The resources available and needs of the school are main guides in its selection.

Every school should have a list of school graduates or personnel who served honorably in World War II.

Memorials should not be limited to dead heroes but should somehow reflect our pride in all men and women who saw service and who, whether exposed to personal danger or not, were instruments of victory.

At the elementary school level a memorial should involve first-hand pupil experiences and should be a stimulus to community service. The presentation should be made at appropriate assembly exercises.

Among school memorials suggested by the committee are:

A scholarship in memory of school and community servicemen.

A memorial garden or trees.

A student aid fund.

A war memorial alcove in the school library.

A memorial window or windows.

A set of city, State, and national flags.

Books for the school library to serve, for example, as a poetry corner or a special social studies section.

Appropriate murals.

Reproductions of art masterpieces.

Original paintings.

Sponsored memorial concerts.

Plaques in bronze and other materials.

Sculpture.

Flagpole bases artistically treated.

Memorial fountains.

An ornamental lighting fixture selected for beauty and use.

BIRMINGHAM CONFERENCE

by Maris M. Proffitt, Assistant Director, Secondary Education

THE FIFTH AND LAST regional conference on the Prosser Resolution[1] was held at Birmingham, Ala., November 7–8, 1946. Twenty persons from the field and 10 from the U. S. Office of Education, equally divided between general secondary education and vocational education, attended.

Field members of the conference came from Alabama, Arkansas, Florida, Georgia, Kentucky, North Carolina, Oklahoma, Tennessee, Texas, and Virginia. They included staff members of State departments of education, superintendents of school systems, directors and supervisors of secondary education, directors and supervisors of vocational education, high-school principals, curriculum directors, and research workers. They represented their respective fields of interest and as a total group they were familiar with the educational needs in the southern region of the country.

Dr. Galen Jones, Director of the Division of Secondary Education, U. S. Office of Education, served as chairman of this conference, as well as of all previous regional conferences; and Dr. J. C. Wright, who, until June 30, 1946, was Assistant Commissioner for Vocational Education, took an active part in the proceedings. Dr. Charles A. Prosser, father of the resolution, made the principal presentation of the problem involved.

The first day was devoted to group discussions of the purposes of the Prosser Resolution and the educational needs it represents. Members from the field were unanimous in their opinions that the resolution pointed to the most pressing problem in the field of secondary education today. Concerned with life-adjustment training for the group not now adequately served by either the college preparatory curriculum or specific vocational training, the problem was regarded as of paramount importance because of the large numbers of students who now lack educational opportunities for their successful adjustment to adult life in our democratic society.

While it was recognized that a few schools are offering some services in line with the objectives of the Prosser Resolution, it was pointed out that in general our high-school students—judged in the light of experience—have not been properly adjusted to life. Further, almost one-third of the persons of secondary-school age are not in school and, consequently, are not receiving any educational services; and, of those who enter high school, about 40 percent drop out before graduation and, therefore, receive only limited educational services.

Three Committees Assigned

The total group was divided by the chairman into three committees, each assigned to discuss and report on one of the following questions:

1. Who are the youth with whom the resolution is concerned?

2. What should be provided as proper opportunities to meet the educational needs of the youth with whom the resolution is concerned?

3. How can these educational opportunities these youth need be provided?

At the afternoon session of the first day, Dr. David Segel, Specialist in Tests and Measurements, U. S. Office of Education, discussed the characteristics of the group with whom the Prosser Resolution is concerned. Dr. Segel pointed out that the individuals envisioned as coming within the resolution have not been well identified as a group, and, as a consequence, there has been little research work attempted to determine group characteristics. The group is partially identified by hindsight, he said. For example, if a pupil leaves high school in disgust we know that he is in that group, but to discover that he is disgusted before he drops out is somewhat more difficult. Such a limitation is not an objection to the emphasis the resolution places upon the fact that these individuals constitute a group, but it is an explanation of the difficulties from a research standpoint of determining group characteristics. Furthermore, the life adjustment training plan for pupils in this group must be well integrated with a total school program so as to insure flexibility; only then can all pupils secure life-adjustment training in accordance with their individual needs.

Some Important Characteristics

In spite of the factors limiting the identification of the group with whom the Prosser Resolution deals, some conclusions can be drawn from numerous isolated research studies. For example, studies of the causes of pupil failures and the causes of school leaving indicate a group description sufficiently definite to be helpful to planners of educational programs. Indeed there exists a cluster of characteristics definite enough to be called a syndrome, which is the designation of a group of widely varying symptoms that point specifically to an unsatisfactory situation. In this case the situation is that a considerable group of high-school youth are not being adequately served by the secondary-school program.

What is this syndrome? That is, what characteristics are often present in this group? The more important seem to be:

1. Lack of financial security or need to go to work at an early age.

2. Lack of interest in high-school work.

3. Lack of general ability.

4. Overageness. This group of youth in school, or at the time they leave school, are usually 1 to 3 years older than the rest of the students.

5. Low-cultural home and neighborhood environment.

An essential fact about these characteristics is their close relationship with one another. Poor home environment is associated with low ability, lack of interest with lack of financial security, and financial insecurity with a poor cultural home environment.

No investigations have disclosed any one specific cause for what ails the so-called 60 percent with which the resolution is concerned. It seems rather clear that all factors are partially responsible.

[1] For an account of the purpose of this resolution, see SCHOOL LIFE for July 1946.

Conference Contributions Summarized

The following points briefly summarize the contribution of the conference to the furtherance of the Prosser Resolution:

The youth under consideration are representative of the total population of secondary-school age. However, the following characteristics occur with greater frequency than they do in the college-going and vocational training groups:

1. They suffer from adverse environmental influences, and from attitudes of parents to nonenforcement of compulsory education laws. The result on the pupil is a situation which tends to the formation of bad habits and delinquent behavior.

2. Their interests can be more nearly stimulated through nonverbal learning activities.

3. They see little value in the present curriculum offerings.

4. They are handicapped by the lack of adequate guidance. Too frequently counselors and teachers do not have a sympathetic understanding of the problems confronting these youth.

5. They include a considerable percentage of youth in school who are retarded; those who have never attended high school; those who have dropped out of high school; and those who are not sufficiently benefiting from college-going and vocational curricula.

Suggestions Offered

Adequate curriculum adjustment will involve methodology, facilities, equipment, teaching personnel, and administrative procedures. The details must be worked out by local schools and whatever curriculum plan is developed should be subject to continuous appraisal and revision. In terms of action that a school might take to meet the objectives of the resolution, the following suggestions were offered:

That a school examine its program in terms of the resolution and point out the needs not served.

That the aid of all persons and groups concerned with the problem presented by the resolution be solicited in efforts to bring about needed revisions.

That local studies significant for the purpose be made.

That in an attempt to meet the needs of these youth, the school project itself and the experiences of its students into the community.

With reference as to how the needed opportunities may be provided, it was pointed out:

That a program of education for life adjustment can be made effective only by the whole school system working for the purpose.

That the secondary schools should offer practical, functional, life-adjustment education to all youth in accordance with their individual abilities, interests, aptitudes, and opportunities.

That the school provide the youth who have not decided on a college or extended vocational preparation with opportunities, through school-work experience or other means, to acquire abilities for adult life.

That the adequate and proper preparation of teachers is essential for the purpose of realizing the objective of the resolution.

PROTECTING SCHOOLS FROM FIRE

"WHILE MODERN trends in school construction indicate that many school officials and architects are placing increasing emphasis on fire-safe construction and adequate protection of occupants, the alarming fire record and resultant loss of life in educational institutions reveal that too many sub-standard school buildings still exist," writes Francis R. Scherer, Chairman of the National Fire Prevention Association Committee on Safety to Life in a recent report entitled "Safeguarding the School from Fire." Other excerpts from Chairman Scherer's statement include:

Fire Resistive Materials Not Enough

"Fire resistive construction is desirable for all school buildings, but the use of building materials that will not burn does not protect against the burning of combustible contents. The one-story school so arranged as to afford direct access to the outside from any part of the building, is the safest design, and when this form of design is used there is little restriction as to the type of construction. In any case the design should be such as to minimize the spread of fire from its point of origin. No highly combustible wallboard or other quick-burning interior finish should be used. Most important is the protection of stair shafts so that fire in a basement or lower floor will not spread to upper stories. The spread of smoke and fire gases may be just as disastrous as actual fire.

"There should be at least two safe means of escape from any area, so that in case fire starts in or near one exit, it will be possible to escape by an alternate route. Exits should be remote from each other; two stairways leading to a common street floor area may both be blocked by a single fire. Outside fire escapes at best are of limited value and should be recognized only to correct exit deficiencies in old buildings. Boiler rooms, waste paper rooms, laboratories, manual training and domestic science rooms, carpenter and paint shops and similar rooms having more than the ordinary fire hazard should be so arranged as to minimize the danger of fires spreading to other areas.

"The danger inherent in many ventilating and air conditioning systems is apt to be overlooked. A system designed to circulate air throughout the building may, unless safeguarded, be the means of rapid spread of fire and smoke.

"Some form of fire alarm system is essential so that in case of fire all occupants will be informed immediately.

"Automatic sprinkler protection is recommended for all school buildings of combustible construction and also to protect hazardous areas in buildings of fire-resistive construction. Fire extinguishers in any case should be provided, selecting types suitable for the type of fire likely to occur at any location.

"Schools should set examples of fire safety, especially good housekeeping, to endow today's youth with a conception of fire safety measures. If students see careful building upkeep and adequate fire protection and fire prevention measures at school, they absorb some of that lesson of fire safety and will carry it with them into their homes and jobs."

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Education in Costa Rica

By John H. Furbay. Washington, U. S. Government Printing Office, 1946. 62 p., illus. (Bulletin 1946, No. 4) 15 cents.

One of a series of basic studies on education in a number of Central and South American countries. Prepared under the sponsorship of the Interdepartmental Committee on Scientific and Cultural Cooperation, to promote understanding of educational conditions in the American countries and to encourage cooperation in the field of inter-American education.

Public Relations for Rural and Village Teachers

Washington, U. S. Government Printing Office, 1946. 50 p., illus. (Bulletin 1946, No. 17) 15 cents.

Contents: *Foreword*, John W. Studebaker. *By Way of Introduction*, Arthur H. Rice. 1. *So You Are the Teacher*, W. H. Gaumnitz. 2. *Do You Know Your Community?* William McKinley Robinson. 3. *How Do You Rate?* Minter Brown. 4. *Your School—Does It Serve the People?* Marvin S. Pittman. 5. *How Do You Work With Community Leaders?* B. A. Griffith. 6. *Your Preparation and Growth in College and After*, M. L. Smith. 7. *It All Adds Up to Public Relations*, Otis A. Crosby.

New Publications of Other Agencies

Department of Agriculture

National Food Guide

Prepared by the Bureau of Human Nutrition and Home Economics. Washington, U. S. Government Printing Office, 1946. Folder. (Agricultural Information Series 53). Free from the Department of Agriculture.

Indicates the right kinds of foods needed for good health.

Why Lumber Is Scarce

Prepared by the Forest Service. Washington, U. S. Department of Agriculture, 1946. 4 p. processed. Free from the Forest Service, U. S. Department of Agriculture.

By means of graphs and brief statements, presents the main reasons for the current shortage, and suggests possible remedies.

Department of Labor

Changing Job Prospects in Major Industries

Washington, U. S. Government Printing Office, 1946. (In *The Labor Review*, November 1946, p. 15–23). Annual subscription to the periodical, $1.

Covers current employment problems, labor needs, and job opportunities in such industries as automobiles, prefabricated housing, lumber, rayon textiles, and steel.

Protect Future Wage Levels . . . Now!

Prepared by the Women's Bureau. Washington, U. S. Government Printing Office, 1946. 6-page folder. (Leaflet 2). Free from the Women's Bureau.

Notes that 22 States need minimum-wage laws and points out the need for prompt action.

Department of State

Activities of the Interdepartmental Committee on Scientific and Cultural Cooperation

Washington, U. S. Government Printing Office, 1946. 45 p. 15 cents.

Describes the work and accomplishments of the Committee, established in 1938 to undertake a permanent cooperative program with the other American Republics in the field of economic, cultural, and scientific relations.

United States and Italy, 1936–46

Washington, U. S. Government Printing Office, 1946. 236 p. (Publication 2669). 65 cents.

Contains the whole or the excerpts of such documents as: The Rome-Berlin Axis; the Anti-Comintern Pact, concluded by Italy, Germany, and Japan, November 6, 1939; Appeals for Peace Made by President Roosevelt to the King of Italy, August 23–30, 1939; Italian Armistice, 1943; Rebuilding a Democratic Italy; and a Review of the Allied Military Government in Italy.

United States Economic Policy Towards Germany

Washington, U. S. Government Printington Office, 1946. 149 p. (Publication 2630). 40 cents.

By means of text and graphs, presents the problem as seen from the standpoint of disarmament, reparation, and reconstruction.

Papers Relating to the Foreign Relations of the United States, 1931: vol. 3, The Far East

Washington, U. S. Government Printing Office, 1946. (Department Publication 2476.) 1091 p. $2.75 (buckram).

Presents the official papers, reports, and memoranda regarding the occupation of Manchuria by Japan, the beginning of Japanese military aggression, and the efforts of the United States and other powers to preserve peace.

Tariff Commission

Dyes

Washington, U. S. Government Printing Office, 1946. 129 p. (War Changes in Industry Series, Report No. 19.) 25 cents.

An account of the supply and uses of dyes in the United States during the interwar period; the development of the industry during World War II; and the postwar prospects and problems of this important item of trade and industry.

Library of Congress

Bibliografías Cubanas

By Fermín Peraza y Sarausa, temporary consultant, Hispanic Foundation, Library of Congress. Washington, U. S. Government Printing Office, 1946. 58 p. (Latin American Series No. 7.) 20 cents.

First publication to appear as a result of the system of temporary consultantships, recently established by the Library of Congress. Lists 485 bibliographical items on Cuba, found in the collections of the Library of Congress, and contains a brief survey of the history of Cuban bibliography.

EDUCATION IN COSTA RICA

Bulletin 1946, No. 4



DO YOU want to know more about Costa Rica, its people, and its schools—kindergartens, elementary schools, secondary schools, teacher-training institutions, higher institutions, and agencies of public and pupil welfare? Then U. S. Office of Education Bulletin 1946, No. 4, *Education in Costa Rica*, should meet your need.

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